



**CENTER TO CLOSE
THE OPPORTUNITY GAP**
Identifying Best Practices to Ensure Student
Achievement in California's PK-12 Schools
CSU The California State University

CCOG Clearinghouse



Dismantling Silos: A High School Co-Teaching Master Schedule

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‘Prescreen 2.0 CSU Fullerton CCOG Team

The purpose of the prescreen is to do a relatively quick survey of a program, curriculum, unit, intervention, or practice (**innovation**) to see if it warrants further review. The prescreen offers reviewers a process to determine if what has been identified and shared appears to address an opportunity gap, has well-articulated practices and has a thorough description of the context in which the innovation works. If the evidence for the criteria is not clear and compelling, the materials are likely not worth the time capacity necessary to fully evaluate the degree in which the materials are designed to offer opportunity.

The prescreen focuses on two criteria related to closing the opportunity gap—identifying and articulating the opportunity gap and evidence of a holistic practice-based approach.

Applying the prescreen is not a thorough vetting of resources and is not sufficient to support claims of closing opportunity gaps. However, if these criteria are not clearly described and operationalized, it is difficult to imagine that the innovation is scalable for state wide use.

Table 1. CCOG Prescreen Summary table

Criteria 1:	Identifying and articulating opportunities for practice The innovations focus on a particular inequality or gap (e.g. academic, social, cultural, linguistic, leadership, practice) that when closed benefit the target audience, and make learning and leading <i>relevant, meaningful and sustaining</i> .
Criteria 2:	Evidence of a holistic practice-based approach The materials require individual, group, or organizational engagement that integrates elements of practice, context and JEIE principles to close opportunity gaps and enact solutions that show measurable and observable evidence of a holistic practice-based approach.

Facilitative Questions for the person preparing the prescreen:

1) What opportunity gap is this submission addressing and who is the audience?

Description: an opportunity gap in any area of education or leadership where there are perceived inequalities, gaps (knowledge, motivation, organizational, socioemotional, academic, ability, gender, or any intersectionality factor) or challenges due to environmental conditions out of the control of the targeted group.

The Co-Teaching Master Schedule, at AUHSD, emerged, in part, through district leaders’ analysis of student data (e.g., graduation rates, college and career readiness indicators, backscores, overall grades by subject/teacher, a through g completion). Specifically, when they noticed that some students with Individualized Education Programs (IEPs) were performing at

noticeably higher rates than their peers at neighboring schools, district leaders dug deeper to find out why this was the case. By engaging in dialogue with collaborators at the schools, they discovered two trends: (1) prioritized, and intentional, placement of students with the greatest academic need, which included students with IEPs as well as students receiving Tier 3 intervention (intensive, individualized academic support in small group settings) in the Master Schedule; and (2) use of the Master Schedule to create opportunities for general and special education teachers to co-plan and co-teach in the Tier 1 context (general education classroom). These insights, in part, led leaders to develop a district-wide Co-Teaching Master Schedule that worked to eliminate structural inequities among students (e.g., academic opportunity gaps) as well as educators (e.g., historic silos between general and special education).

2) Is this a practice, curriculum, unit, program, or intervention?

The development of a Co-Teaching Master Schedule is a **practice** that allows/empowers educators to take intentional, collaborative steps to create effective, just, equitable, and inclusive conditions for student learning.

Before creating the current version of the Co-Teaching Master Schedule, students from the general education population were assigned to classrooms first, followed by students with IEPs. Leaders found that this meant some classrooms held a disproportionate number of students with (dis)abilities, which led to some teachers feeling overwhelmed as they worked to meet the academic needs of all of their students.

With the new Co-Teaching Master Schedule model, students with (dis)abilities, as well as students receiving Tier 3 interventions, are the first to receive classroom assignments/placements. In addition, students with the highest academic need are placed with teachers with high levels of experience and knowledge. In this way, the Co-Teacher Master schedule allows district leaders to systematically and intentionally prioritize the needs of students from historically marginalized social groups, including students with diverse academic needs, and to set everyone in the school community up for success.

3) Describe the context needed for the innovation to be effective? Who is the targeted audience?

- Who is the targeted audience? Does the audience include high minority schools and programs? What is the language of the targeted audience and has language been considered? The target audience would include educational leaders and professionals who are interested in learning more about structural approaches and practices that may create opportunities for students with diverse academic backgrounds to thrive. AUHSD serves students from diverse [cultural and linguistic](#) backgrounds, as well as students receiving special education services due to various learning needs. Audiences with similar demographics reflected in their school communities might want to gain insight to

how to establish a Co-Teaching Master Schedule that sets students and teachers up for success.

- What knowledge, commitments and responsibilities need to be addressed in order for the innovation to be successfully enacted?

The target audience would need to have a commitment to engaging in collaborative efforts to foster inclusive learning environments for students. AUHSD, specifically, engages in data meetings (analyzing data such as graduation rates, college and career readiness indicators, backscores, overall grades by subject/teacher, a through g completion) that reflects a shared commitment to identifying--and addressing--opportunity gaps. In addition, district leaders provide teachers with ongoing professional development to support their implementation of co-teaching practices.

- Are there technology and special tools requirements? If so, what kind and does the user and the students need training for it? Has the applicant shared explicit details about how to use the technology and tools?

The applicant has not shared explicit details about how to use technology and tools in their development and implementation of Co-Teaching Master Schedules. However, the use of shared drives and resources might serve as tools that allow districts to engage in collaborative efforts to plan instruction.

- What cultural capital is needed by the user and has the cultural capital of the students been considered (community cultural/social/navigational/aspirational/family)?

In their development of instructional plans, teachers would need to consider the intersecting social identities of students in efforts to implement culturally responsive and sustaining pedagogical practices.

- What type of professional development does the user need to use this innovation?

AUHSD has provided its teachers with professional development on co-teaching practices. Professional topics have included topics such co-teaching models (i.e., one teach-one observe, one teach-one assist, parallel teaching, station teaching, alternative teaching, team teaching), building communication with teaching partners, and reflection.

- Are there classroom community factors and resources needed for this innovation to be implemented?

This practice calls for the development of spaces for general and special education teachers to share their expertise when co-planning lessons. In addition, this practice demands ongoing professional development that prepares co-teachers to receive support to implement inclusive practices that serve the diverse academic needs of their students.

- Is this an intervention and if so who is delivering it and does it have a cost?

It is not an intervention. So, it does not have a cost.

- Is this a curriculum or curricular supplements? if so, who is the target audience? Does it explicitly address JEIE principles? See curriculum vetting tools.

This is not a curriculum.

- Does this innovation happen in a K-12 context and if so has the applicant described the school culture and resources.

The Co-Teaching Master Schedule is an innovative practice currently being implemented at AUHSD, a K-12 context. District administrators are committed to promoting equitable educational practices, particularly for students receiving special education services.

AUHSD is actively engaged in developing, and integrating, what stakeholders describe as the 5 C's (Critical Thinking, Creativity, Communication, Collaboration, and Character) in

classrooms. Collaboration, in particular, is promoted among educators as well as students.

- Is this an educational leadership innovation and if so how does it target the opportunity gap and JEIE?

This practice does demand educational leadership innovation in that district leaders are engaging in data-driven approaches to addressing opportunity gaps that are evidenced by student performance data (e.g., graduation rates)--in this case, the practice of developing Co-Teaching Master Schedules that are intended to foster inclusive learning spaces.

- What types of funding, grants, and other monies are needed to effectively implement innovations and training?

Local Control Accountability Plan (LCAP) is one potential funding source that can be used to effectively implement the Co-Teaching Master Schedule.

4) What policies and/or initiatives relate to or address?

This practice relates to the Individualized with Disabilities Education Act (IDEA), which calls for educational stakeholders to provide students with (dis)abilities with a free and appropriate education that meets their academic needs.

5) What specific practices does this innovation need to be effective? For example, educational leadership practices could be organizational, professional learning or community engagement. Teacher practices include planning, enactment, interpretation, and translation of student performance for future learning; or it could center on a students practice such as use of primary sources or engagement in experimentation.

Opportunities for Co-Teaching

In addition to intentional student placements, the district leaders ensured that the Master Schedule included common conference periods for general and special education teachers so that they might engage in co-teaching practices. Specifically, common conference periods created spaces for co-teachers to work toward fostering inclusive classroom environments through some of the following: co-planning lessons with the goal to support the diverse academic needs of all students, revisiting lesson plans based on student data, and engaging in reflection surrounding their pedagogy. Importantly, in this model used at AUHSD, co-teachers selected their own partners. In this way, co-teachers were able to develop partnerships that worked for them and their pedagogical styles, which contributed, in part, to the longevity and ongoing development of instructional partnerships.

Ongoing Professional Development

Spaces for co-planning were coupled with ongoing district-level professional development. The resources for professional development have emerged from various sources over the years, including grants and other initiatives. In its initial stages of implementing co-teaching practices, the district received intensive professional development opportunities that were delivered by researchers with expertise in co-teaching practices. Importantly, even as such grant-funded opportunities have ended, AUHSD continues to provide teachers with ongoing professional

development on co-teaching. Led by internal AUHSD leaders, these spaces create ongoing conversations about co-teaching practices at AUHSD schools.

6) What JEIE principle(s) does this innovation address?

Please see table below:

Program Component	Description	Connection to JEIE
Co-planning Co-teaching	General and special education teachers co-plan lesson plans for students with diverse academic needs during a scheduled block of time, taking active steps to create inclusive classrooms. General and special education teachers co-teach lessons as planned by the co-planned lesson plan for students with diverse academic needs during the scheduled instructional time, creating active steps to provide inclusive classrooms.	- These practices reflect stakeholders' commitment to meeting the instructional needs of all students through intentional efforts to better understand the personal and projected identities, experiences, and realities influencing students' interactions and meaning-making. - In addition, creating spaces for general and special education teachers to co-plan disrupts traditional silos between the fields of general and special education and pushes back on historical inequities that special education teachers have experienced in classroom settings.
Professional Development	A District-level Taskforce offers teachers ongoing, intentional professional learning experiences.	These practices reflect leaders' efforts to recognize, and respond to, inequitable distributions of

		resources or access to support in their commitment to fostering students' academic success, particularly in under-resourced schools and communities. • These practices illustrate leaders' efforts to support teachers in developing a culturally competent community of professionals that embrace and encourage diversification of learning materials, resources, and practices.
Assessment	Procedures, structures, and tools utilized to assess student and teacher learning and progress.	• Teachers are encouraged to utilize varied and multiple assessments that allow students to express their learning (inclusive).
Schedules/Policies	Guidelines, procedures, and rules developed (by leaders, teachers, and other stakeholders) to create spaces for general and special education teachers to collaborate.	• These practices reflect efforts to create spaces for general and special education teachers to co-plan disrupts traditional silos between the fields of general and special education and pushes back on historical inequities that special education teachers have experienced in classroom settings.



Welcome!

Department Chairs

Program Specialists

Lead Counselors

Assistant Principals

Master Schedule PLC Special Populations

Amanda Bean, Program Administrator- C & I

Amie Maya, Coordinator- SYS

Tracy Olson, Curriculum Specialist- Students with Disabilities

Agenda

Fly-Up Process
Co-Teaching Teams
Departmentalizing
SPED Course Codes and Programming Expectations
Student Scheduling Considerations
Timeline Review
Other Master Schedule Updates

Opening Discussion

With your table partners, discuss the most common challenges you experience when scheduling Special Populations (i.e. EL's, SWD, etc.) Please be prepared to share out with the entire group.

RSP and M/M SDC Fly-Ups

8th to 9th Grade & 6th to 7th Grade

Overview/Basics- 8th to 9th

- ***Scheduled and Structured*** opportunities for high school teachers to meet and schedule incoming freshman
- Student to teacher meetings only **UNLESS HIGH PROFILE**
 - High Profile and placement change IEPs should be coordinated on same day if possible
- ***Dates, subs, and projections list*** will be provided to all department chairs
- Verbiage and dates regarding transition/ services for high school matriculation will be provided for any IEPs/addendums going forward

District Level Coordination

- Projection Lists for each feeder pattern will be provided to department chairs
- Dates have been selected for each feeder pattern based on multiple factors. ***Substitutes have been secured.***
- Department Chairs will be given ***District-Wide “Read Only” Access to SEIS***, to allow for maximum planning opportunities
- Transfer notifications will be coordinated through district and updates will be given to department chairs and program specialists as they come in.
 - ***Open Enrollment window will close on the 15th of February.***

Schedule- 8th to 9th Fly-Ups

	A	B	C	D	E
1	Date	Junior High	High School	Number of Subs Junior High	Number of Subs High School
2	2/21/2020	Dale	Magnolia	2	3
3	2/13/2020	Walker	Kennedy	2	3
4	1/30/2020	Sycamore	Anaheim	3	3
5	2/7/2020	Brookhurst	Savanna	3	3
6	2/13/2020	Lexington	Cypress	2	3
7	2/7/2020	Ball	Loara	2	3
8	2/21/2020	Orangeview	Western	2	3
9	2/27/2020	South	Katella	3	4

Location and Coordination- 8th to 9th

- Meetings will be held at feeder Junior High
- **Junior High Department Chairs will:**
 - Coordinate/Secure Physical Location on Campus
 - Develop a schedule based on Case Case Carrier totals (Subs will be provided for both high school and junior high schools on specific dates)
- **High School Department Chairs will:**
 - Meet with each student and fill out form outlining courses, potential electives and sports/activities for next year
 - Form will populate a spreadsheet to be shared with counselors to assist in creating master schedule

Overview/Basics- 6th to 7th

- ***Scheduled and Structured*** opportunities for AUHSD representative to meet incoming 7th grade students and parents to plan the junior high program
- ***Dates and projections list*** will be provided to all department chairs
- Verbiage and dates regarding transition/ services for junior high school matriculation will be provided
- An informational flyer will be provided at the meeting. A template will be created for all sites, who will populate it with important information that pertains to their site (i.e. registration dates; department chair contact information, athletic opportunities available, important dates, etc.)

Schedule- 6th to 7th Fly-Ups

- Dates are being coordinated with individual sites.
- Schools will plan on an **AUHSD representative** being at their site for the number of allotted days given to them to complete the fly-up meetings.
- These meetings will run back to back and on a schedule. They will not be piecemeal (i.e. different meetings on different days/times).

Deadline Goals:

By April 3rd:

- Placement Change meetings staffed and IEPs will be held (i.e.- RSP to SDC; Blending; etc.)
- All data/information will be given to counselors for Master Schedule Planning

Master Projection List

- Projections are currently ***based on feeder pattern.***
- If you see students on projections from schools not usually yours, please contact department chair from that school to have them double check with the parent on plans (i.e. Lexington student projected to Loara)
- Master list will be shared with each Program Specialist
 - Program Specialist will ***highlight High Profiles on their lists.*** This will indicate who will need a meeting WITH parent.
 - Spreadsheets will then be created for each site and shared with department chairs

Student Information Form and Master Scheduling

- Each Receiving Program Specialist or Department Chair will fill out a Google form for each student outlining courses, potential electives and sports/activities for next year
- This form will populate a spreadsheet to be shared with counselors to assist in creating master schedule
- A form has been created for each site, and will be can be shared with admin., counselors and special ed. Teams.
- This form will be UNIFORM ACROSS THE DISTRICT. It will will redirect to the appropriate “Section/Screen” based on Grade Level

Sample Form

<https://forms.gle/jq1p7sUWTRcpRioW9>

At your tables, each person selects a grade level and completes the form.

Let us know if something is missing or not routing correctly.

Sample Spreadsheet

https://docs.google.com/spreadsheets/d/1rg3m8c3jiRiopRvO7dN_oKHuM-n0y4360V_77CAIwwl/edit?usp=sharing

New SPED Course Codes and Programming Guidelines

Special Education Course Codes 20-21

Diploma Track RSP Only

Junior High	Study Skills	6348
High School	Study Skills	6347
High School	Transition to Work	9435 (Temporary #)
High School	Work Experience	6431

- Guidelines:
- Every effort should be made to place student into a General Education El
 - Study Skills should be

Diploma Track SDC

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	
1	English 7P 1330	English 8P 1350	English 1P 1505	English 2P 1520	Ma Intro
2	Math 1P 3452	Math 2P 3462	Math 3P 3725	Math 4P 3735	
3	World History P 2440	US History P 2470	Health 2310/ CFT 0714	World History P 2610	U
4	Integrated Science 7P 5212	Integrated Science 8P 5216	The Living Earth P 9334	Chemistry in the Earth System P 9351	Ph U
5	PE 7 5008	PE 8 5010	PE 1 5040	PE 2 5045	Path
6	Study Skills 6348/ Elective	Study Skills 6348/ Elective	Study Skills 6347/ Elective	Study Skills 6347/ Elective	Stud Wor 64
7	Elective	Elective			

Junior High

English 7	6274
English 8	6278
Math 1A	6107
Math 2A	6134
World History	5491
US History	5493
Integrated Science 7	9440
	(Temp #)
Integrated Science 8	9441
	(Temp #)
Intensive Literacy	6026
Health	Gen Ed

Guidelines:

- ED/Bridges- allowed to have Study Skills
- Autism Focus- allowed to have Daily Living Skills

High School

English 1	6003
English 2	6007
English 3	6173
English 4	6177
Math 3A	3723
Math 3B	3724
Math 4A	3733
Math 4B	3734
World Hist/Cult & Geography	6187
US History & Geography	6189
Principles of American Democracy	6194
Economics	6198
The Living Earth	9442 (T)
Chemistry in the Earth Systems	9443 (T)
Physics of the Universe	9444 (T)
Health	6084
Work Experience	6431

Special Education Course Codes 20-21

Non-Diploma Track

English	6218
Mathematics	6125
Social Science	6041
Science	6164
Adaptive PE	6143
Daily Living Skills	6386

English	6004
Mathematics	6118
Social Science	6091
Science	6154
Adaptive PE	6142
Daily Living Skills	6376

	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
1	English	English	English	English	English	English
2	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
3	Social Sci	Social Sci	Social Sci/ Science	Social Sci/ Science	Social Sci/ Science	Social Sci/ Science
4	Science	Science	PE/ Adaptive PE	PE/ Adaptive PE	PE/ Adaptive PE	PE/ Adaptive PE
5	PE/ Adaptive PE	PE/ Adaptive PE	Daily Living Skills	Daily Living Skills	Daily Living Skills	Daily Living Skills
6	Daily Living Skills	Daily Living Skills	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective
7	Gen Ed Elective	Gen Ed Elective				

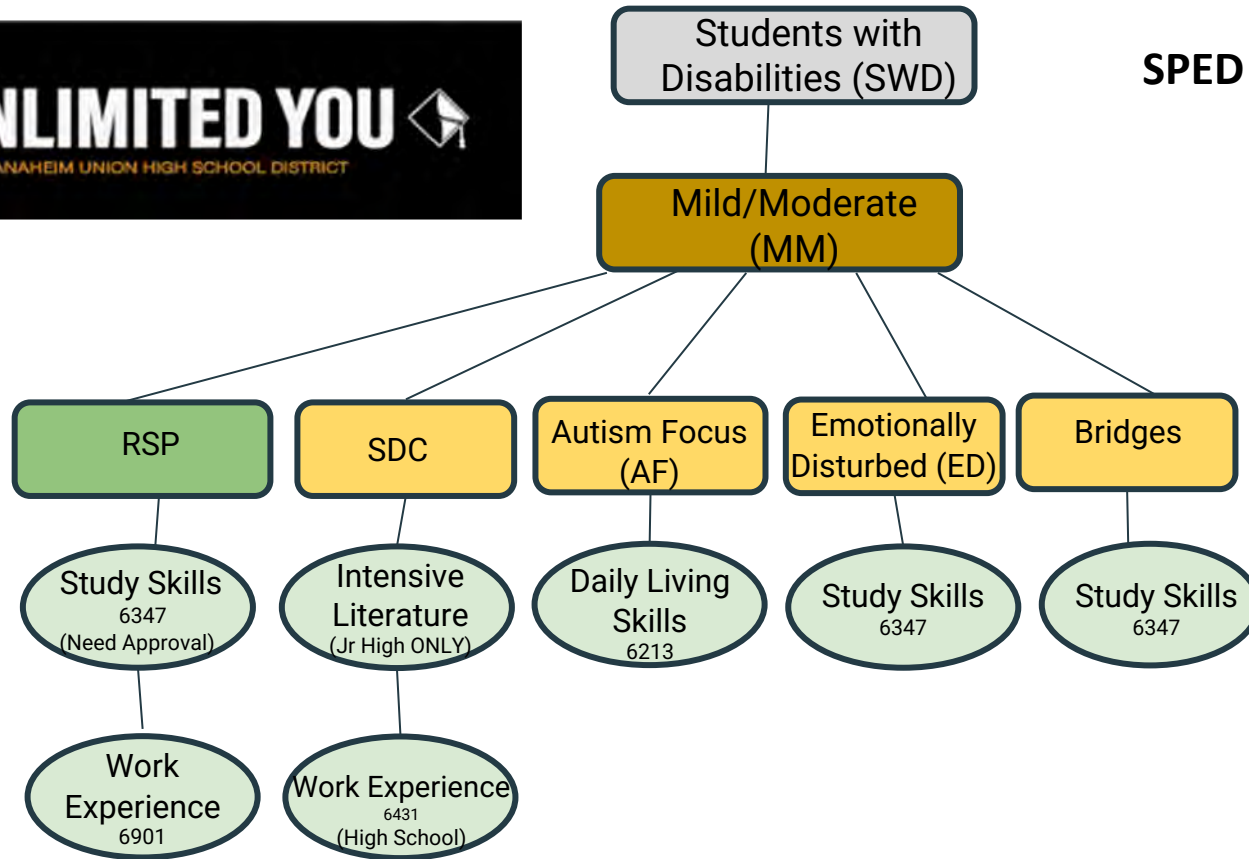
Adult Transition

Independent Living Skills	6231
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1	Independent Living Skills
2	Independent Living Skills
3	Independent Living Skills
4	Independent Living Skills
5	Independent Living Skills
6	Independent Living Skills

	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
1	English 7	English 8	English 1	English 2	English 3	English 4
2	Math 1A	Math 2A	Math 3A	Math 3B	Math 4A	Math 4B
3	World History	US History	Health/CFT (Inc or Self-Contained)	World History	US History	Prin Amer Demo/ Econ
4	Integrated Science 7	Integrated Science 8	Living Earth	Chemistry in the Earth System	Physics of Universe	Gen Ed Elective
5	PE 7 5008	PE 8 5010	PE 1 5040	PE 2 5045	Gen Ed Elective/ Work Experience	Gen Ed Elective/ Work Experience
6	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective
7	Intensive Literacy OR Gen Ed Elective	Intensive Literacy OR Gen Ed Elective				

SPED Support Classes



High School Science Courses for SWD

	Currently	20-21	Meets A-G requirement in the area of...
9th Grade	Biology	Living Earth	D- Laboratory Science
10th Grade	Chemistry	Chemistry in Earth Systems	D- Laboratory Science
11th Grade	Physics	Physics of the Universe	D- Laboratory Science

Health Course for Special Populations

Moderate/ Severe

Health class may be taught in a separate setting.



Special Programs (Autism Focus, ED, Bridges, etc..)

Health class may be taught in a separate setting. Students in special programs may be mainstreamed if IEP team determines it is appropriate for the student. (Case carrier consult with gen ed teacher to ensure student success and also for consistency of curriculum).



Mild/ Moderate (SDC & RSP)

Gen ed setting with accommodations/ modifications (Case carrier should consult frequently with gen ed teacher on ways to ensure student success).

Students in MM SDC with unique individual needs may be taught in a separate setting if IEP team determines it is appropriate for the student.

When selecting courses, keep in mind...

State requires access to A-G courses

- If we automatically give Study Skills, we are eliminating that possibility

To help meet the College & Career Indicator, SWD can take the counseling classes with the community college for Dual Enrollment

- Embed in course selection as a choice for students
- Plan in Academic Plan

Developing Co-Teaching Teams

Article Read (Select one article from the two)

- Individually read and highlight anything that stands out to you or that you find interesting.
- Pair Share with an elbow partner
- Table share in pairs (round robin- uninterrupted).
- Table group discussion
- Room discussion

01

Identify teachers with overall class GPA s above 2.0.

- Only schedule SWDs with teachers with overall class GPA s above 2.0.
- Do not schedule SWDs with struggling teachers.

02

SpEd teachers identify co-teachers.

- SpEd teachers seek co-teachers according to teaching philosophy, temperament, etc.
- Relationships are vital to a co-teaching team.

03

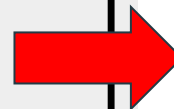
Based on projections, identify needed co-taught and IA supported sections.

- SpEd department should provide a spread sheet with this info per student.
- Create inclusion sections based on IEP/ student needs.

04

Strategically place SWD into inclusion sections, then lock.

- Place SWD into co-teaching sections.
- Place SWD into Instructional Aide supported sections.
- Place SWD into sections with no support, by need.



*Co-taught classes should have no more than 30% SWD enrolled in the class.

* IA supported classes should have no more than 25% SWD enrolled in the class.

05

Strategically place EL students, into appropriate sections, lock.

- See EL notes.

06

Strategically place Tier 2 & 3 students in non-inclusion sections, lock.

- Tier 2 and Tier 3 students should be identified before this process.
- As much as possible, do not schedule SWD with Tier 2 or 3 students.

07

Fill in classes with Tier 1 students students.

- Know students by name and need. Team is strategic in placing students in optimal learning environments.

Identify Teachers with Overall Class GPAs Above 2.0

- Only schedule SWDs with teachers with overall class GPA s above 2.0.
- Do not schedule SWDs with struggling teachers.

Example:

1520 - English 2 P		1	5	16.1 %	5	16.1 %	8	25.8 %	4	12.9 %	9	29.0 %	31	1.77
		3	6	20.7 %	6	20.7 %	6	20.7 %	2	6.9 %	9	31.0 %	29	1.93
		4	5	14.7 %	9	26.5 %	10	29.4 %	5	14.7 %	5	14.7 %	34	2.12
		5	4	12.5 %	4	12.5 %	6	18.8 %	6	18.8 %	12	37.5 %	32	1.44
		6	4	14.3 %	4	14.3 %	7	25.0 %	5	17.9 %	8	28.6 %	28	1.68
		4	2	7.1 %	9	32.1 %	10	35.7 %	5	17.9 %	2	7.1 %	28	2.14
		5	1	2.8 %	11	30.6 %	16	44.4 %	5	13.9 %	3	8.3 %	36	2.06
		1	3	9.7 %	9	29.0 %	9	29.0 %	5	16.1 %	5	16.1 %	31	2.00
		3	2	6.7 %	5	16.7 %	11	36.7 %	5	16.7 %	7	23.3 %	30	1.67
	1525 - English 2 HP		1	2	8.0 %	11	44.0 %	9	36.0 %	2	8.0 %	1	4.0 %	25
2			2	7.4 %	9	33.3 %	12	44.4 %	4	14.8 %	0	0.0 %	27	2.33
		4	6	16.7 %	17	47.2 %	4	11.1 %	6	16.7 %	3	8.3 %	36	2.47
		5	9	29.0 %	16	51.6 %	3	9.7 %	1	3.2 %	2	6.5 %	31	2.94
		6	18	48.6 %	11	29.7 %	5	13.5 %	1	2.7 %	2	5.4 %	37	3.14
1535 - English 3 P		1	3	8.6 %	9	25.7 %	10	28.6 %	7	20.0 %	6	17.1 %	35	1.89
		2	2	6.3 %	5	15.6 %	12	37.5 %	10	31.3 %	3	9.4 %	32	1.78
		3	1	2.8 %	12	33.3 %	13	36.1 %	5	13.9 %	5	13.9 %	36	1.97
		1	0	0.0 %	10	29.4 %	14	41.2 %	7	20.6 %	3	8.8 %	34	1.91
		2	2	7.1 %	5	17.9 %	8	28.6 %	9	32.1 %	4	14.3 %	28	1.71
		3	0	0.0 %	13	40.6 %	10	31.3 %	5	15.6 %	4	12.5 %	32	2.00
		4	4	11.4 %	7	20.0 %	12	34.3 %	6	17.1 %	6	17.1 %	35	1.91
		5	3	9.1 %	3	9.1 %	11	33.3 %	8	24.2 %	8	24.2 %	33	1.55
	M.	3	5	13.9 %	11	30.6 %	9	25.0 %	7	19.4 %	4	11.1 %	36	2.17
		5	9	26.5 %	11	32.4 %	6	17.6 %	6	17.6 %	2	5.9 %	34	2.56
		6	7	23.3 %	4	13.3 %	4	13.3 %	6	20.0 %	9	30.0 %	30	1.80

Marks Distribution Analysis

AUHSD Web-Reporting:

[**http://adoaeriesrpt/Reports/Pages/Folder.aspx**](http://adoaeriesrpt/Reports/Pages/Folder.aspx)

[Written Step by Step Directions](#)

[Video Tutorial](#)

1. AUHSD Web Reporting



AUHSD Web Reporting
Home

11/11/15 1:11 PM

Search for:

Contents

Show Details

Athletics

Reports supporting school athletics staff.

Career and Technical Education (CTE)

Reports supporting the Career and Technical Education (CTE) program.

Communications

Reports supporting the Aeries Communication application and direct-mail communications.

Demographics

Reports related to student demographics.

District Departments

District-level reports, by department. District staff only.

English Language Learners

Reports supporting school programs related to English Language Learner students.

Group Memberships

Reports detailing members of Active Directory email/security groups and Aeries job assignment groups.

LCAP

Reports supporting LCAP reporting.

Marks

Reports related to marks (aka grades), marks reporting, marks distribution, transcripts, gradebooks, and GPAs.

Multi-Tier System of Supports (MTSS)

Reports tailored to the MTSS Coordinator data needs.

Physical Education

Reports and/or forms related to PE.

Programs

Reports related to student programs (e.g. AVID).

ShoreTel Phone System Directory

Directory reports by site for the ShoreTel phone system.

Teachers

Teacher Level Reports

Writing Journey

Writing Journey – Teacher designed writing tasks.

1. Marks Distribution Reports

Contents

Properties

Show Details

(District Use) Grades

Reports supporting the oversight of grade reporting by District administrators.

[Credits Awarded - MST Review](#)

Provides a list of credits to be awarded for passing marks. Review for credit errors. (PDF)

[D and F Rates - Multi Year Comparison](#)

[Marks Distribution Reports](#)

Provides reports detailing marks distributions by term, section, teacher and subgroups.

[Marks Review for Online Students](#)

This report provides posted marks for all terms, for students enrolled in online classes. Allows primary school's staff to review online grades.

Marks Distribution Analysis- by Dept and Course

Marks Distribution - Comparisons - Two Courses

Allows for mark distributions, for selected term, for any two user selected courses.

Marks Distribution - School Comparisons - by Subject

Mark distribution by subject/term, allows for multiple school comparison. Includes subgroups, and grade level option. Can be run for last 5 school years. (Rev 08/2018)

Marks Distribution - School Comparisons - by Subject - EL Targeted

Mark distribution by subject/term, allows for multiple school comparison. Includes subgroups, and grade level option. Can be run for last 5 school years. This targeted report contains additional EL subgroup. (Rev 08/2018)

Marks Distribution Analysis - by Dept - SWD Targeted

Provides mark distribution data, by dept/term, for Students w Disabilities (SWD). Can be run for last 5 school years. (Rev 08/2018)

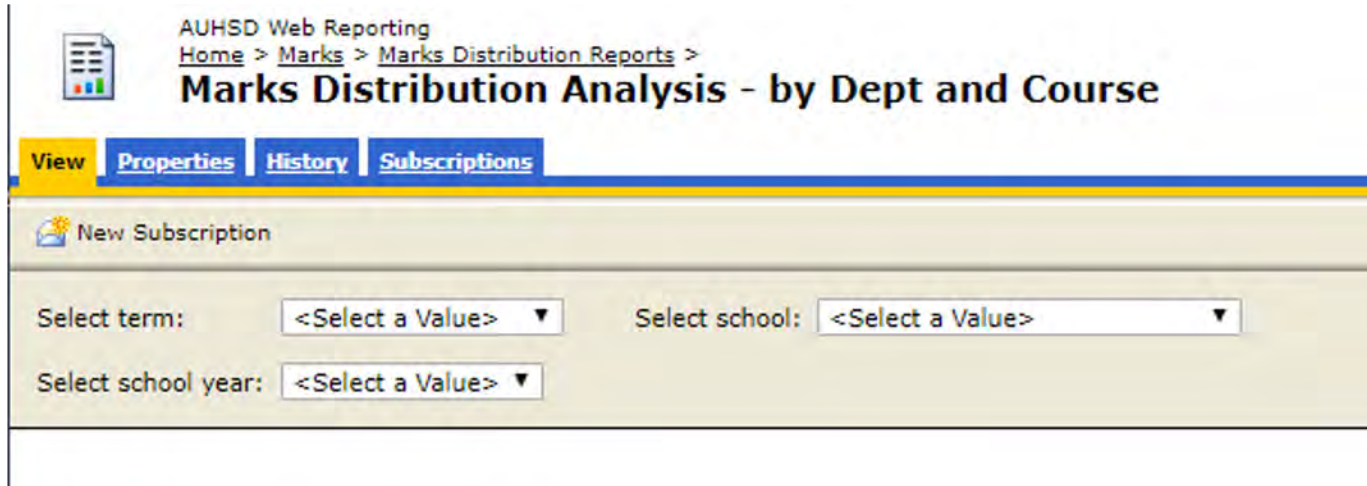
Marks Distribution Analysis - by Dept and Course

Provides marks distribution data at the department, course, and teacher levels. No subgroups are included. Can be run for last 5 school years. (Rev 08/2018)

Marks Distribution Analysis - by Dept and Course w Subgroups

Provides marks distribution data at the department, course, and teacher levels. Includes subgroups. Can be run for last 5 school years. (Rev 08/2018)

4. Select Term
5. Select School Year
6. Select School
7. Click **VIEW REPORT**



AUHSD Web Reporting
[Home](#) > [Marks](#) > [Marks Distribution Reports](#) >
Marks Distribution Analysis - by Dept and Course

View | **Properties** | **History** | **Subscriptions**

 New Subscription

Select term: ▼ Select school: ▼

Select school year: ▼

Have Special Ed. Teachers Identify Co-Teachers

- Special Ed. teachers seek co-teachers according to teaching philosophy, temperament, etc.
- Relationships are vital to a co-teaching team.

Table Discussion

As a team, have a discussion about the current teams at your site.

- Are they effective?
- Do they need to be reconsidered based on the idea of departmentalizing, personality fits, etc...?
- What are some other possibilities for teams at your site?

Based on Projections, Identify Needed Co-Taught and IA Supported Sections

- Special Ed. department will provide a spreadsheet with this info per student using the Google Form shown in the Fly-Up section.
- Create inclusion sections based on IEP/ student needs.

Master Schedule Considerations By the Numbers

- Best practice is no more than 33% of students in a co-taught class have an IEP.
- If an aide is supporting a class, there should be less than 25% of the students in the class who have an IEP.
- Make sure the co-teachers have a common conference period.

Strategic Placement of SWD and EL and Locking Courses- Hand Scheduling

- Place SWD into co-teaching sections.
- Place SWD into Instructional Aide supported sections.
- Place SWD into sections with no support, by need
- Place EL students strategically, then lock.

Strategic Placement of Tier 2 and Tier 3 and Locking Courses

- Tier 2 and Tier 3 students should be identified before this process.
- As much as possible, do not schedule SWD with Tier 2 or 3 students.

Table Discussion

Reflect on your site practices around scheduling Special Populations

Complete the handout, making note of how close/far is your site from this process

What steps does your site need to take to be able to meet these expectations?

Timeline

March 6	Course selection completed and initial course requests in Aeries (Phase 1)
March 13	Course request clean up due
March 30-April 3 by 4/3)	Department collaboration to determine teaching assignments (co-teaching teams finalized by 4/3)
April 3	Special Program course requests due (Phase 2)
April 10	Special Program course requests finalized in Aeries
Apr 27-May 10	Hand Schedule SWD and EL students into built master schedule
May 4-8	Ed Division review

*All SWD and EL students need to be hand scheduled and locked into place prior to check out for APs and Lead Counselors

Next Steps/ To Dos

- Counselors should attend fly-ups (get dates onto your calendar)
- Case Carriers need to be present for course selection presentation and pick up for SWD (get dates into calendar)
- Counselors provide a list of elective and course options to case carriers
- Make sure case carrier and counselor are reviewing transcripts to ensure proper placement into courses (pay attention to A-G completion, pathway completion, etc...)

Overall Next Steps in Process

Start/Continue Course Selection

Block out time in calendar around due dates to ensure you can meet them

Looking Ahead:

- Have you started planning Spanish placement testing?
- Have you let your special programs know of the April 3 deadline (ASB, AVID, Puente, Band, Choir, Link Crew, etc...)
- May have a slight delay with the staffing projections. I will have more info next week.

Next Steps

Next meeting- topic?

Case Carrier Placeholder- how to name in Aeries?



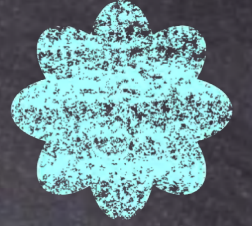
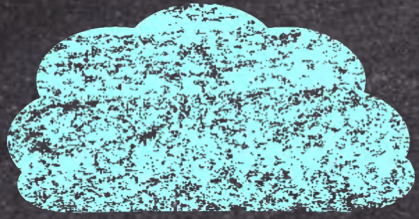
Master Schedule PLC

Special Populations #2

Week of February 15, 2021



On this
sheep-
scale, how
do you
feel
today?

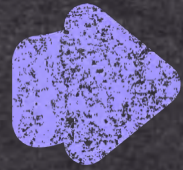


Fly Up Check In

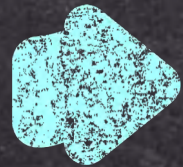
How's it going?



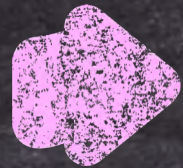
Today we will discuss:



Auditing the Fly Up form information



Departmentalizing your staff



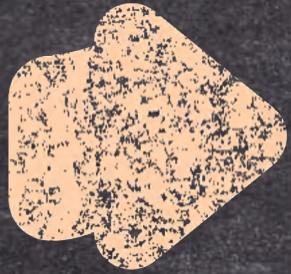
Academic Plan, SPED Career Interest Assessments & Course Selection



Auditing your Fly Up Forms

Fly up forms due no later than March 5 for
ALL students in SPED.

******(Sites may set an earlier internal
deadline)



Auditing your Fly Ups

During the week of 3/8-3/12



The team should audit the fly up forms for accuracy

Do this as a team

Continuous improvement

Make sure all students are accounted for

IEP at a Glance/ Service Page Activity

IEP at a Glance shows...

Current Service Minutes: Number of periods

Class Location : General Ed. or Separate Classroom

Type of Class: Co-Taught, Collaborative, Self-Contained

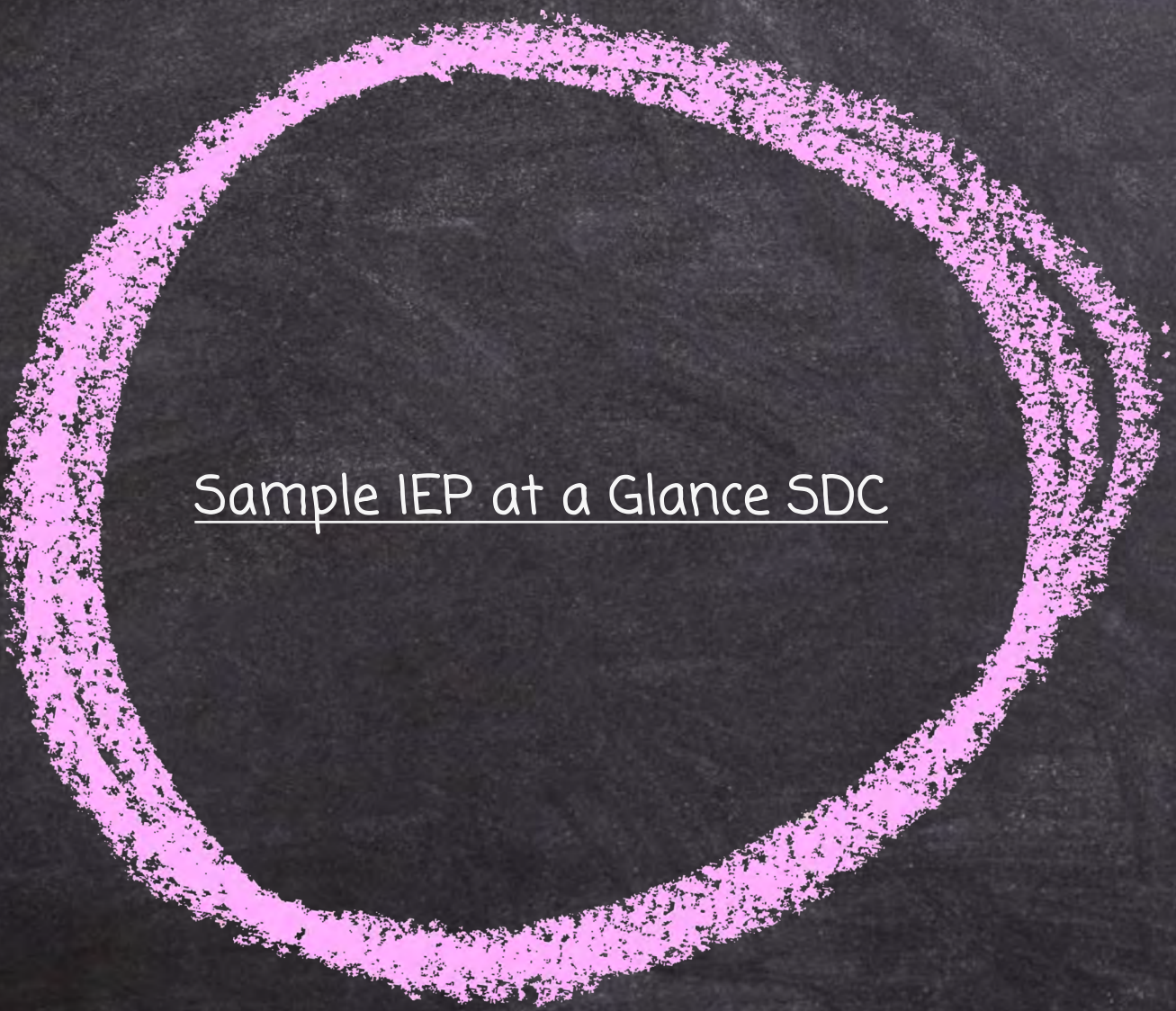
Subject: English, Math Science, Etc.

The Schedule Should Reflect...

The same number of periods of support and the same location

The same type of service (co-taught, collaborative, Self-Contained)

The same subjects listed on the service page



Sample IEP at a Glance SDC

Understanding
the IEP at a
Glance: SDC

Matching the IEP at a Glance to the Class Schedule

1	CE155S - Culinary Tech 1	Zepeda, S.	706	Culinary Tech 1 - Spring Semester
2	VP121S - 3D Design 1	Plettinck, M.	703	3D Design 1 - Spring Semester
	SS630S - US Hist/Geo	Urbanos, D.	407	US Hist/Geo - Spring Semester
	EN630S - English 3	Reed, T.	408	English 3 - Spring Semester
5	HE300S - Life Management	Turshman, L.	903	Life Management - Spring Semester
	MA303S - Integ Math 2A	Soccone, M.	203	<u>Integ Math 2A - Spring Semester</u>
9	ND153S - Homeroom/Advise	Reed, T.	408	



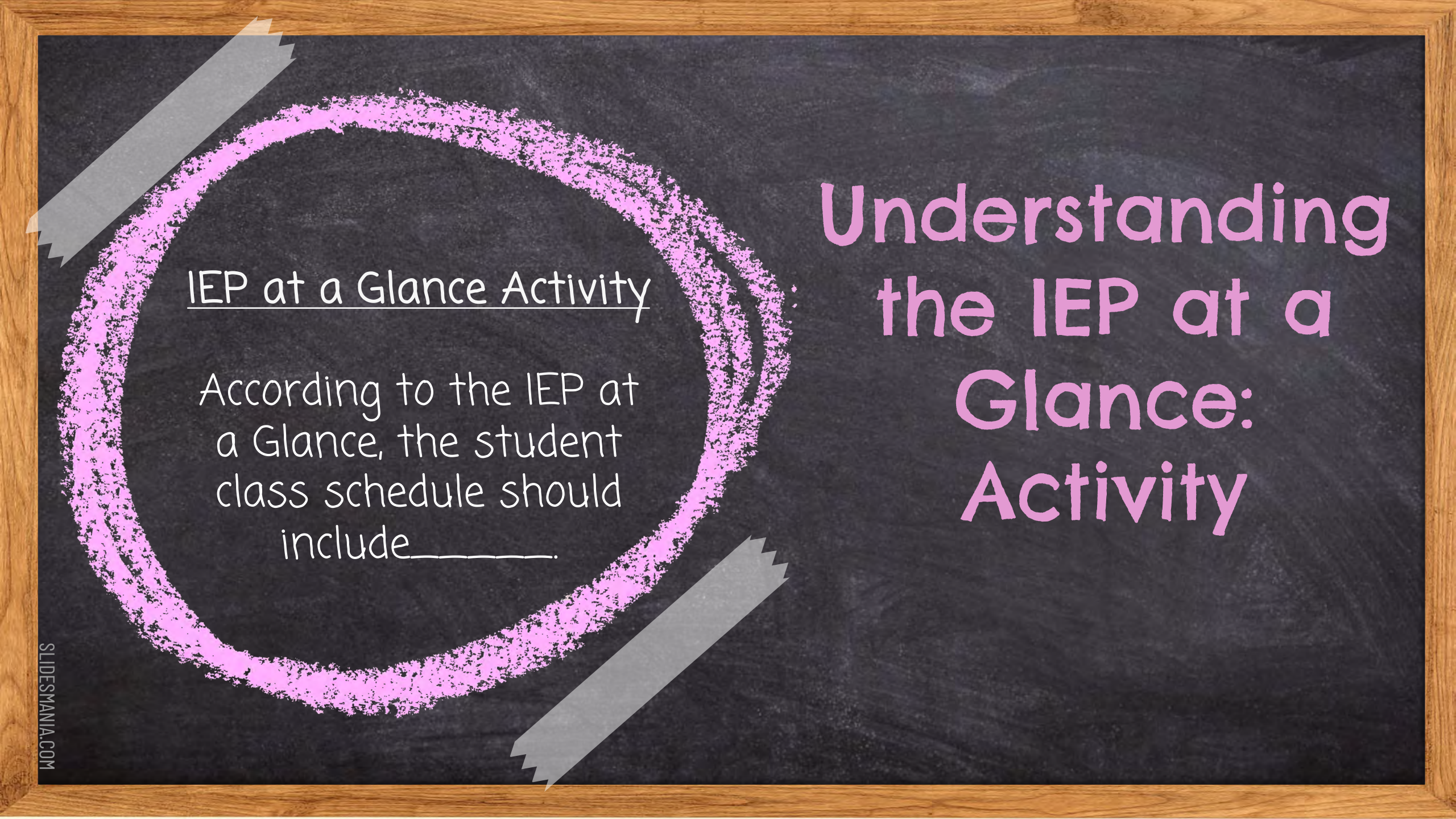
Sample IEP at a Glance RSP

Understanding the IEP at a Glance: RSP

Class Summary

Per	Course	Teacher	Room	Gradebook
Katella High School				
	ND610S - Study Skills	Wilson, D.	401	Study Skills - Spring Semester
2	CE130S - Preschool Asst1	Montiel, M.	806	Preschool Asst1 - Spring Semester
	EN400S - English 4	Williamson, S.	396	English 4 Per. 3 - Spring Semester
4	SS402 - Economics	Gorrell, T.	366	Economics - Spring Semester
5	CE132S - Child Develop	Montiel, M.	806	Child Develop - Spring Semester
6	ND152S - No Class-PM	Gompert, K.	OFF	
7	ND153S - Homeroom/Advise	Harris, D.		

Matching
the IEP at a
Glance to
the Class
Schedule



IEP at a Glance Activity

According to the IEP at a Glance, the student class schedule should include_____.

Understanding the IEP at a Glance: Activity



What to do if?

The IEP
needs to be
updated?

- Contact Case Carrier to discuss discrepancy
- If it is an 8th grade student, the junior high case carrier should hold the amendment before May 27th
- If it is a high school case carrier, the high school case carrier should hold an amendment before May 27th.

How do I
determine co-
taught vs. aide
supported?

- Service page will state "Co-Taught" if there is a need for two credentialed staff to support the student.
- Service page will state "Collaborative" if there is a need aide support for the student.

A student fails
a required
academic
course first
semester?

- Plan for the student to take the next course in the Fall
- Counselors should check fourth quarter progress to see if the whole year should be repeated, or just the semester
- Adjust Fly-Up Form as appropriate



Determining Placement

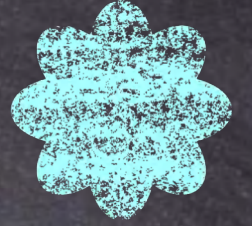
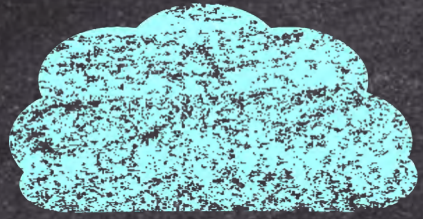
Don't forget to review the curriculum specialist notes for placement into course **Especially Math

Integrated Math 2

- Students who fail Integrated Math 1 one time (both semesters) should not be placed into Integrated Math 2.
- Students who are getting "D's" in Integrated Math 1 may go into Integrated Math 2, with the understanding that there will need to be some sort of support

Application of Functions 1

- Students are candidates for enrollment if they have completed Integrated Math 2 with a low "C" or a "D", or did not pass one semester.
- Can be a Co-taught class, but it is not a SpEd class
- There should be very few sections of this course at each site.
- Students from Integrated Math 3 should not be placed here just because they begin to struggle.



Departmentalizing!
Less is more...



Less is more...



...how can we work smarter?





How departmentalizing works for you:

Lessons

Provided by gen ed staff. Each teacher specializes in one content area (Co-taught, or separate setting).

Caseload

Mild/Mod caseloads. Easy to blend programs.

Workload

Each student is seen by case carrier daily. Easier for progress monitoring and communication.

Math

Social
Science

ELA

Science Elective

Co-taught

Co-taught

Co-taught

SDC

SDC

Conference

Progress
Monitoring

sample
schedule

Specialized Academic Instruction (SAI) Model:

A model of teaching where Education Specialists teach a combination of self-contained and co-taught classes based on departmentalization.

How the SAI Model Works



Identify the number of Education Specialists and Support staff are available, and how many sections they can cover in total.

Using the Fly-Up form, Identify the total number of sections needed for each subject

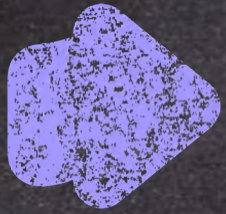
Determine Education Specialist and IA strengths and interests to begin planning

Finalize Co-teaching pairs and support partners. Ensure each person covers no more than two subjects.

If there are more staff than sections, meet as a team to determine how to best utilize the remaining support.

Remember: Caseload is determined by who the Ed. Specialist is case managing, and not by what they are teaching.





SPED Master Schedule Activity

Make a copy of the template, add school name to the front of the title & share with Amanda, Amie and Tracy.

Determine # of Sections based on Info given & these parameters:

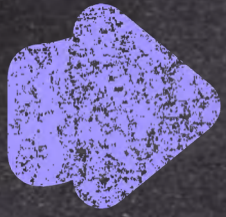
Co-Taught: No more than 33% SPED in Gen Ed section (aim for 8-12 students)

Aide: No more than 25% SPED in Gen Ed section (aim for 5-9 students)

SDC: 18 students max (absolutely no more than 20)

No more than 2 preps per teacher (everyone needs 2 before someone is assigned 3)

Refer back to co-teaching team review from last PLC



SPED Master Schedule Activity

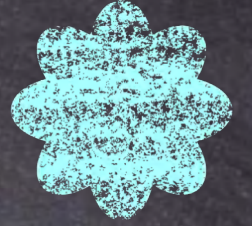
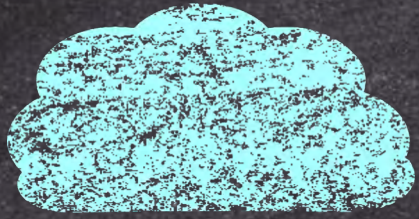
Make a copy of the template, add school name to the front of the title & share with Amanda, Amie and Tracy.

Things to
Factor In:

- SAI Model or General Departmentalizing
- Monitoring Period
- SPED % parameters
- Possible elective coverage?

Complete Assignment Grid by filling in the allocated sections under each teacher & aide name.

Do not write in Conference periods.



Share Out



Coordinating the Academic Plan, Career Based Assessments/Interest Inventories & Course Selection

What is your site plan to ensure success?



Career Based Assessments & Interest Inventories



- 
- 
- Student Transition Skills and Planning Questionnaire
 - Transition Plan Interview
 - Employment Application Survey
 - Brigance Career Interest Inventory
 - RIASEC Career Interest Inventory
 - Job preparation Survey
 - Career and Employability Survey
 - Self Directed Search (SDS)
 - Transition Plan Interview
 - Employment Resume and Interview Survey
 - Learning Styles Self Assessment
 - My Plan For Life After High School Questionnaire
 - Ready For Life After High School Questionnaire
 - Self Determination/Self Advocacy Checklist
 - Career Exploration Options Assessment
 - Thrively (multi year career assessment)



Academic Plan



Site Discussion
Notes

Share your
site plan

Next Steps

March 8-12

Schedule
Fly Up
Audit

April 26-30

Calendar
Hand
Scheduling

Be Prepared

Determine
Case Carriers
prior to Hand
Scheduling
(and schedule
during week of
4/26)

Accountability

All sites will
need their SPED
master schedule
APPROVED by
Amie and
Amanda before
hand scheduling
students.

Common

Practices

Sites will:

Utilize a master
schedule google
template with a
common format
and color coding

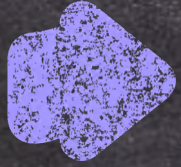
Utilize placeholders
into designated
periods. More info
to come.

Don't Forget the SWD Taskforce Recommendations while doing this work:

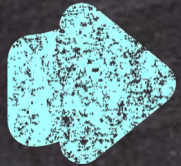
1. Develop and implement a district-wide system for consistent and regular progress monitoring.
2. Expand access and enrollment, with appropriate support, in world languages for SWD.
3. Expand access and enrollment, with appropriate support, in CTE Pathways for SWD.

We will accomplish these through strong master schedule practices!

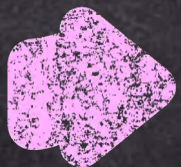
Some notes about scheduling ELD students:



Students should not repeat the same ELD Level

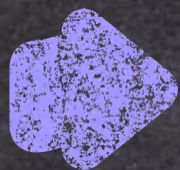


Cluster (5-6 students) ELs by language proficiency level with strategically selected core teachers (English, Math, Science, History/Social Science). (NOT IN CO-TAUGHT SPED SECTIONS)

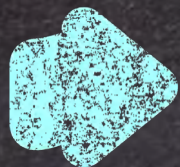


For ELD and ELD support courses, maintain class size below 28 students if possible. Class size not to exceed 30 students. ELD I and II may be combined if necessary due to low enrollment numbers.

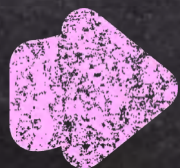
Some notes about scheduling ELD students:



Schedule courses with *ELD I and II* students strategically throughout the day to increase opportunities for Bilingual Instructional Assistants to assist students in math, science, and history/social science. Cluster ELD I and II students by language (all Spanish speakers in a cluster of 5-6, all Arabic in a cluster, etc.).

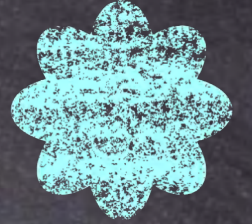
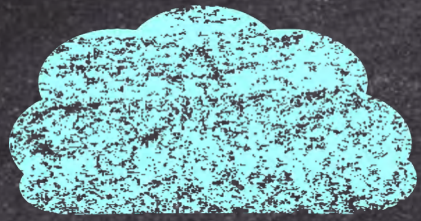


Concurrent enrollment in World Language courses should be encouraged for students to develop and build upon their home language (L1).



For EL SWD, if IEP team is considering placement in ELD class, consult EL Program Chairperson for input.

Master Schedule Recommendations for English Learners



Site Processing Time

Take a few minutes to debrief what
you heard today



Master Schedule PLC

— Special Populations #2 —

Recap of Last Meeting

Fly-Up Process
Co-Teaching Teams
Departmentalizing
SPED Course Codes and Programming Expectations
Student Scheduling Considerations
Timeline Review
Other Master Schedule Updates

[Powerpoint from last PLC](#)

Table Discussion

What conversations/work has taken place since the last PLC?

What good things are coming out of these discussions?

Hot Issues/ Updates

**SDC
ONLY**

High School Science Courses for SDC

	Currently	20-21	Meets A-G requirement in the area of...
9th Grade	Biology	Living Earth	D- Laboratory Science
10th Grade	Chemistry	Chemistry in Earth Systems	D- Laboratory Science
11th Grade	Physics	Physics of the Universe	D- Laboratory Science * Or Earth Science 11 or 12th grade only)

Student A

Crs-ID	Course Title	Mark	Att/Cmp
Grade 9 Fall 2018-2019			
Savanna High School			
p 0310	3D Design 1 P	B-	5.00 5.00
0714	Career/Fin/Tech	D-	5.00 5.00
p 1505	English 1 P	B-	5.00 5.00
p 3725	Math 3 P	D-	5.00 5.00
* 5040	PE-1	A-	5.00 5.00
p 5280	Biology P	C-	5.00 5.00
Credit Att: 30.00 Cmp: 30.00 TGPA: 2.33			
Grade 9 Spring 2018-2019			
Savanna High School			
p 0310	3D Design 1 P	C+	5.00 5.00
p 1505	English 1 P	F	5.00 0.00
2310	Health Sci 1	C	5.00 5.00
p 3725	Math 3 P	F	5.00 0.00
* 5040	PE-1	D-	5.00 5.00
p 5280	Biology P	D	5.00 5.00
Credit Att: 30.00 Cmp: 20.00 TGPA: 1.00			
Grade 10 Summer Session 2019-2020			
Savanna High School			
p r 3725	Math 3 P	F	5.00 0.00
Credit Att: 0.00 Cmp: 0.00 TGPA: 0.00			
Grade 10 Fall 2019-2020			
Savanna High School			
p 0360	Draw Paint 1 P	C	5.00 5.00
p 1520	English 2 P	C	5.00 5.00
p 2610	Wild Hs/Cu/Ge P	C	5.00 5.00
p 3725	Math 3 P	F	5.00 0.00
* 5045	PE-2	A-	5.00 5.00
p 5310	Chemistry P	F	5.00 0.00
Credit Att: 30.00 Cmp: 20.00 TGPA: 1.67			

Student B

Crs-ID	Course Title	Mark	Att/Cmp
Grade 9 Fall 2018-2019			
Savanna High School			
p 1505	English 1 P	C-	5.00 5.00
2310	Health Sci 1	A-	5.00 5.00
p 3725	Math 3 P	C-	5.00 5.00
* 5040	PE-1	B	5.00 5.00
p 5280	Biology P	B	5.00 5.00
6347	Study Skills	A	5.00 5.00
Credit Att: 30.00 Cmp: 30.00 TGPA: 3.00			
Grade 9 Spring 2018-2019			
Savanna High School			
0714	Career/Fin/Tech	B-	5.00 5.00
p 1505	English 1 P	B-	5.00 5.00
p 3725	Math 3 P	C-	5.00 5.00
* 5040	PE-1	F	5.00 0.00
p 5280	Biology P	B+	5.00 5.00
6347	Study Skills	A	5.00 5.00
Credit Att: 30.00 Cmp: 25.00 TGPA: 2.50			
Grade 10 Fall 2019-2020			
Savanna High School			
p 1520	English 2 P	C+	5.00 5.00
p 2610	Wild Hs/Cu/Ge P	F	5.00 0.00
p 3735	Math 4 P	B-	5.00 5.00
* 5045	PE-2	A+	5.00 5.00
p 5310	Chemistry P	C	5.00 5.00
6347	Study Skills	A	5.00 5.00
Credit Att: 30.00 Cmp: 25.00 TGPA: 2.50			

Student C

Savanna High School				
p 1505	English 1 P	A-	5.00	5.00
2310	Health Sci 1	A+	5.00	5.00
p 3725	Math 3 P	B	5.00	5.00
p 4360	Treble Ensemble	A	5.00	5.00
p 5280	Biology P	B	5.00	5.00
* 6142	Adapted PE	A+	5.00	5.00
Credit Att: 30.00 Cmp: 30.00 TGPA: 3.67				
Grade 9 Spring 2018-2019				
Savanna High School				
0714	Career/Fin/Tech	A	5.00	5.00
p 1505	English 1 P	A-	5.00	5.00
p 3725	Math 3 P	B	5.00	5.00
p 4360	Treble Ensemble	A	5.00	5.00
p 5280	Biology P	A	5.00	5.00
* 6142	Adapted PE	A+	5.00	5.00
Credit Att: 30.00 Cmp: 30.00 TGPA: 3.83				
Grade 10 Fall 2019-2020				
Savanna High School				
p 1520	English 2 P	B	5.00	5.00
p 2610	Wild Hs/Cu/Ge P	C-	5.00	5.00
p 3735	Math 4 P	A-	5.00	5.00
p 4400	Concert Band P	A+	5.00	5.00
p 5310	Chemistry P	C	5.00	5.00

Grade 9 Fall 2017-2018						p	5310	Chemistry P	F	5.00	0.00
Savanna High School						Fullerton College					
	0706	Business Sys&Te	B	5.00	5.00	+ p	2776	ETHS 150 F	A	10.00	10.00
p	1505	English 1 P	C+	5.00	5.00	Credit Att: 40.00 Cmp: 30.00 TGPA: 2.25					
p	2167	Span Speakrs 1P	C-	5.00	5.00	Grade 10 Summer Session 2019-2020					
p	3725	Math 3 P	D-	5.00	5.00	Access County Community					
*	5003	PE 1-Athletes	A+	5.00	5.00		3771	Intgrtd Mth IIA	C	5.00	5.00
p	5280	Biology P	D	5.00	5.00	Credit Att: 5.00 Cmp: 5.00 TGPA: 2.00					
Credit Att: 30.00 Cmp: 30.00 TGPA: 2.17						Grade 11 Fall 2019-2020					
Grade 9 Spring 2017-2018						Savanna High School					
Savanna High School						p	1535	English 3 P	C-	5.00	5.00
p	1505	English 1 P	D+	5.00	5.00	p	2178	Span Speakrs 3P	C	5.00	5.00
p	2167	Span Speakrs 1P	D	5.00	5.00	p	2640	US Hist/Geo P	A-	5.00	5.00
	2310	Health Sci 1	B	5.00	5.00	p	3735	Math 4 P	C	5.00	5.00
p	3725	Math 3 P	C-	5.00	5.00	*	5061	Tennis Girls	A	5.00	5.00
*	5003	PE 1-Athletes	A+	5.00	5.00	p	5430	Human Ant/Phy P C		5.00	5.00
p	5280	Biology P	D	5.00	5.00	Credit Att: 30.00 Cmp: 30.00 TGPA: 2.67					
Credit Att: 30.00 Cmp: 30.00 TGPA: 2.00											
Grade 10 Fall 2018-2019											
Savanna High School											
p	1520	English 2 P	C	5.00	5.00						
p	2172	Span Speakrs 2P	D	5.00	5.00						
p	2610	Wld Hs/Cu/Ge P	B-	5.00	5.00						
p r	3735	Math 4 P	F	5.00	0.00						
*	5007	PE 2-Athletes	A	5.00	5.00						
p	5310	Chemistry P	D	5.00	5.00						
Credit Att: 30.00 Cmp: 25.00 TGPA: 2.20											
Grade 10 Spring 2018-2019											
Savanna High School											
p	1520	English 2 P	D+	5.00	5.00						
p	2172	Span Speakrs 2P	D+	5.00	5.00						
p	2610	Wld Hs/Cu/Ge P	C	5.00	5.00						
p	3735	Math 4 P	F	5.00	0.00						
*	5007	PE 2-Athletes	A	5.00	5.00						

Grade 9 Fall 2017-2018						p	1520	English 2 P	D-	5.00	5.00
Western High School						p	2610	Wld Hs/Cu/Ge P	F	5.00	0.00
	0706	Business Sys&Te	F	5.00	0.00	p	3725	Math 3 P	C	5.00	5.00
p r	1505	English 1 P	F	5.00	0.00	*	5045	PE-2	F	5.00	0.00
p	3725	Math 3 P	F	5.00	0.00	p	5270	Earth Sci/Lab P	D-	5.00	5.00
*	5040	PE-1	F	5.00	0.00		6347	Study Skills	B	5.00	5.00
p	5280	Biology P	D-	5.00	5.00	Credit Att: 30.00 Cmp: 20.00 TGPA: 1.17					
	6347	Study Skills	D-	5.00	5.00	Grade 11 Summer Session 2019-2020					
Credit Att: 30.00 Cmp: 10.00 TGPA: 0.40						Western High School					
Grade 9 Spring 2017-2018						p	2610	Wld Hs/Cu/Ge P	B+	5.00	5.00
Western High School						Credit Att: 5.00 Cmp: 5.00 TGPA: 3.00					
p	1505	English 1 P	D-	5.00	5.00	Grade 11 Fall 2019-2020					
	2310	Health Sci 1	F	5.00	0.00	Savanna High School					
p	3725	Math 3 P	F	5.00	0.00	p	0742	Graphic Comm P	F	5.00	0.00
*	5040	PE-1	F	5.00	0.00	p	1535	English 3 P	F	5.00	0.00
p	5280	Biology P	F	5.00	0.00	p	2640	US Hist/Geo P	F	5.00	0.00
	6347	Study Skills	F	5.00	0.00	p	3735	Math 4 P	F	5.00	0.00
Credit Att: 30.00 Cmp: 5.00 TGPA: 0.17						*	5040	PE-1	F	5.00	0.00
Grade 10 Summer Session 2018-2019							6347	Study Skills	D	5.00	5.00
Western High School						Credit Att: 30.00 Cmp: 5.00 TGPA: 0.17					
p	1505	English 1 P	D+	5.00	5.00						
Credit Att: 5.00 Cmp: 5.00 TGPA: 1.00											
Grade 10 Fall 2018-2019											
Western High School											
p	1520	English 2 P	D-	5.00	5.00						
p r	2610	Wld Hs/Cu/Ge P	F	5.00	0.00						
p	3725	Math 3 P	D	5.00	5.00						
*	5045	PE-2	F	5.00	0.00						
p	5270	Earth Sci/Lab P	D-	5.00	5.00						
	6347	Study Skills	D+	5.00	5.00						
Credit Att: 30.00 Cmp: 20.00 TGPA: 0.80											
Grade 10 Spring 2018-2019											
Western High School											

Grade 9 Fall 2019-2020					
Savanna High School					
p	1505	English 1 P	C-	5.00	5.00
p	2167	Span Speakrs 1P	F	5.00	0.00
	2310	Health Sci 1	B-	5.00	5.00
p	3725	Math 3 P	F	5.00	0.00
*	5040	PE-1	B	5.00	5.00
p	5280	Biology P	C-	5.00	5.00
Credit Att: 30.00 Cmp: 20.00 TGPA: 1.67					

Hot Issues/ Updates

Science

AVID vs. Study Skills

New course codes- timeline

WIG- Positive School Culture

Revisit Master Schedule Articles from Principal's meeting

Discuss- What do our practices say about our priorities?

- Scheduling teachers
- Scheduling students
- Interventions
- Progress Monitoring

Progress Monitoring

What is it?

Possible Structures

How can/should it look on your campus?

What is the expectation?

How to locate students/ teachers when they are in Progress Monitoring.

Are students cleared through attendance for the period?

Data: is the release time improving student performance? If not, what needs to be adjusted?

SWD LCAP Recommendation:
Develop and Implement Regular
Progress Monitoring



Progress Monitoring 101

- Set up **subscriptions** of caseload grades and missing assignments to be emailed out weekly.
- Work with students in **small groups** of 3-5 on missing assignments.
- **Collaborate and communicate** with gen ed teachers regarding accommodations, grading, assessments, assignments, etc..
- **Check in** with each student on caseload daily.



aseload Grades

message

MSD-Reports@auhad.us <AUHSD-Reports@auhad.us>
Freeman, Lisa <freeman_lisa@auhad.us>

Inglewood Union High School District
Education and Information Technology Department

Sycamore Junior High School 2019-20

Mon, Sep 30, 2019 at 7:00

ATSS Gradebook Summary for
Period: Gradebook Name

Period	Gradebook Name	Percent	Mark	Last Updated Date	Course	Section	Teacher	Missing Assignments
1	Math 2	69.47	C+	09/26/2019	3462	120	Carlson, Suzan	1
2	US Hist/Geo	91.76	A-	09/26/2019	5493	227	Freeman, Lisa	2
3	SCIENCE 8	86.15	B	09/11/2019	6136	350	Caranagh, James	0
4	Period 4	100.00	A+	09/06/2019	5010	410	Lombardi, John	0
5	English 8	97.36	A	09/25/2019	6278	530	Pineda, Carlos	0
6	Explor Tech - Period 6	100.00	A+	09/11/2019	3019	734	McQuarrey, Christopher D	0
7	Homeno - HJaduse	0.00		08/25/2019	4725	904	Freeman, Lisa	0
							Total Missing Assignments	3

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9/30/2019 7:05

Education and Information Technology Department
Missing Assignments

my includes missing assignments for current semester:

- 1 - Carlson, Suzan - Math 2
- 2 - Freeman, Lisa - US Hist/Geo

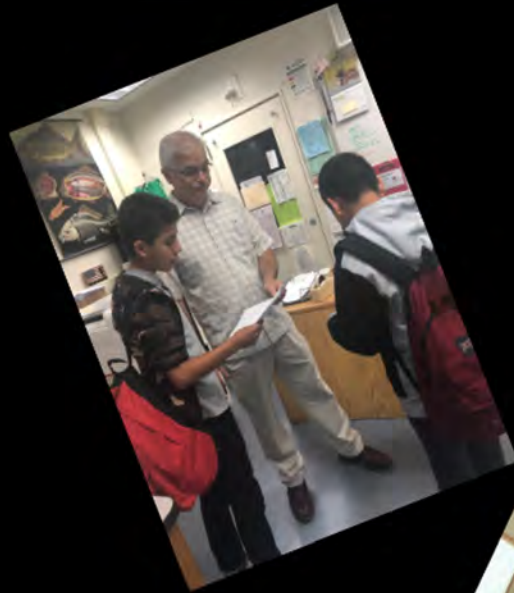
Missing Assignment Report for Case Managers

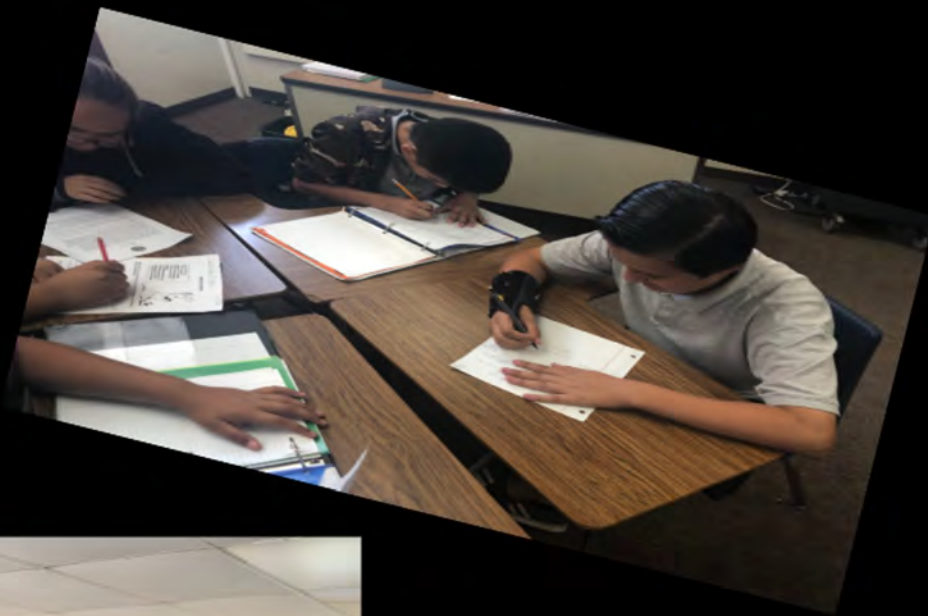
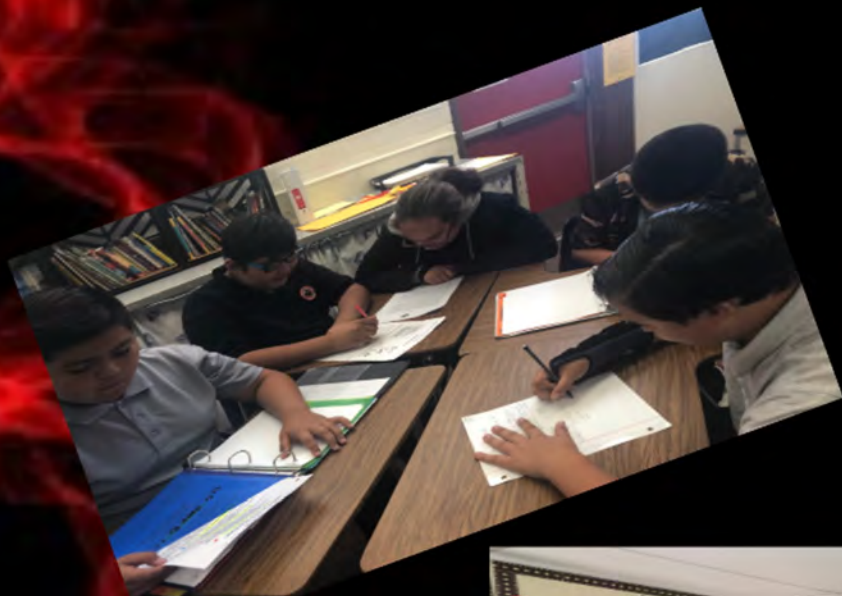
Case Manager	Case Number	Case Name	Case Status	Case Date
11	11	Guest 42 (Rosa and Dina)	09/27/2019	09/27/2019
9	9	RL H&R 8/20	09/20/2019	09/27/2019
10	10	RL 927	09/27/2019	09/27/2019

11 of 12

9/30/2019 8:00:26 AM







Accommodations (collaborate w/ gen ed teachers)

- Written directions as reinforcement for verbal directions.
- Use of visuals with lectures.
- Provide written instruction to look back on.
- Don't penalize spelling, just correct.
- Provide basic outlines of what is being presented.
- Read directions aloud.
- Color code items.
- Provide handouts.
- Use of Text-to-Speech and Speech-to-Text.
- Seat student near teacher.

Accommodations

- Allow use of computer for written projects, notes.
- Clearly space words or problems on a page.
- More time for assignments or shorten assignments.
- Provide help in organization.
- Allow adequate time to respond to questions.
- Check for understanding.
- Have students repeat directions back.
- Provide course syllabus.
- Provide calendar/ weekly planner, include homework.
- Provide written detailed explanation for projects.
- Have periodic checks on assignments.
- Show examples of finished product.

Sample progress monitoring schedule

Progress Monitoring Tuesdays

❖ First Tuesday of the Month

- Organization
- Check and Connect
- Give student current grades from weekly grade report

❖ Second Tuesday of the Month

- Grades
- Missing Assignments
- Check and Connect
- Give students current grades from weekly grade report

❖ Third Tuesday of the Month

- IEP Progress monitoring
- Towards goals
- Present Levels
- Check and Connect
- Give students current grades from weekly grade report

❖ Fourth Tuesday of the Month

- Re-teach with students we have in class
- Lower level groups (Reading/Math/Social Emotional)
- Check and connect
- Give students current Grades from weekly grade report

❖ Fifth Tuesday of the Month

- Free Choice
- Check and Connect
- Give student current grades from weekly grade report

Collect student data

- Run baseline data
- Monitor as a department and by case carrier at quarter or semester.
- Reflect on Best Practices.

Query code for pulling Q1 grades for RSP and SDC students (special education) with case carrier name.

```
LIST STU DSD GRD CRS TCH STU.SC STU.ID STU.NM STU.GN STU.GR STU.U1 DSD.CC GRD.PD  
GRD.CN CRS.CO GRD.M1 BY STU.SC STU.GR IF STU.U1 # " " AND GRG.YR = 2019
```

You may want to change the database 2018-2019, and replace the end query number 2019 for 2018 to test and see the query fields.

Student Progress Monitor Sheet

[illegible]



Monitoring and Collaboration

Implementing a detailed and structured model for monitoring our students with IEP's.

- We have scheduled in a daily monitoring period for our RSP teachers.
 - Allow them more flexibility to monitor students (classroom visitations), collaborate (other educators) and hold IEPs aside from their scheduled (conference) period.
 - They will be meeting with AP following every grading period to review caseloads and identify students receiving/earning D and Fs.
 - Collaborate with general education teachers to meet the needs of each student by reviewing accommodations and adjusting instruction.

Engaging and Supporting All Students in Learning (CSTP 1)



1.6 Monitoring student learning and adjusting instruction while teaching

Therefore, we should examine ourselves as educators (School-site) and our daily practices in an attempt to constantly improve the methods we apply in the classroom.

- **Revisit our grading practices by aligning our grading to the progress of the individual student.**
 - Content standards are basic (Rigor that we apply as educator)
 - Are the standards being met at a basic level?
 - Are students meeting their goals at a basic level?
 - Are they mastering the content at their level of ability?
 - Students should be producing work everyday at their ability level..



Grading

- If our students meet these expectations, then it is warranted to issue them the basic grade of a “C”.
 - In order to earn a “B”, the student should be able to exhibit mastery of the content on a more rigorous level
 - In order to earn a “A”, the student should be able to exhibit mastery of the content at the collegiate level.

Grading will be a joint decision between the Education Specialist and the Content Specialist.

Students will earn their grades. However, we will stand in the gap beside them in this effort!



Work Samples

Maintain work sample folders (Manilla folders)

- Receive an IEP at a glance
 - Create a folder for each student with IEP at a glance
 - Enter work samples periodically
 - Utilized in IEP's (work samples to share in meetings)
 - Utilized for grading and or parent conferences

WHO'S YOUR DATA?



CLASSES: DS AND FS

HISTORICAL GRADES

ATTENDANCE

IEPS

TRI/PSYCH REPORTS...DEEP DIVING

Discussed each student and weighed in on their ability, e.g. "try hards"

Developed spreadsheet Gen ed, Inclusion, Extra Support (Push)



Departmentalizing

- How to prioritize when building the master schedule
 - Common conference periods by content area
- Limit preps
- Late start advantage

Sample Mild/Moderate prep time for RSP Caseload Management

Monday	Tuesday	Wednesday	Thursday	Friday
Department PLC or consult w/ gen ed teachers	Co-teacher	Hold IEPs ***3 hrs/ wk for IEPs***	IEP writing	IEP testing
Progress Monitoring	Progress Monitoring	Progress Monitoring	Progress Monitoring	Progress Monitoring

1 hour~ hold IEP meeting
1 hour ~IEP prep (type, schedule, invites)
3 hours Triennial testing...

Total: **5 hours for each Triennial IEP**

Total: **2 hours for each Annual IEP**

14 Triennials x 5 hrs = 70 hours
14 Annuals x 2 hours = 28 hours
Total hours needed= 98 hours

3 hours/ wk x 40 wks = **120 hours**

TOTAL EMBEDDED hrs for IEPs: 120 hrs

22 cushion hours

Sample Mild/Moderate prep time for SDC Caseload management

Monday	Tuesday	Wednesday	Thursday	Friday
Department PLC or lesson planning	Lesson plan/grading	Hold IEPs ***3 hrs/ wk for IEPs***	IEP writing	IEP testing

1 hour~ hold IEP meeting
1 hour ~IEP prep (type, schedule, invites)
3 hours Triennial testing...

Total: 5 hours for each Triennial IEP

Total: 2 hours for each Annual IEP

18 Triennials x 5 hrs = 90 hours

Total hours needed= 90 hours

3 hours/ wk x 40 wks = 120 hours

TOTAL EMBEDDED hrs for IEPs: 120 hrs

30 cushion hours for IEPs
(Manifestations, Initials, Behavior goals)

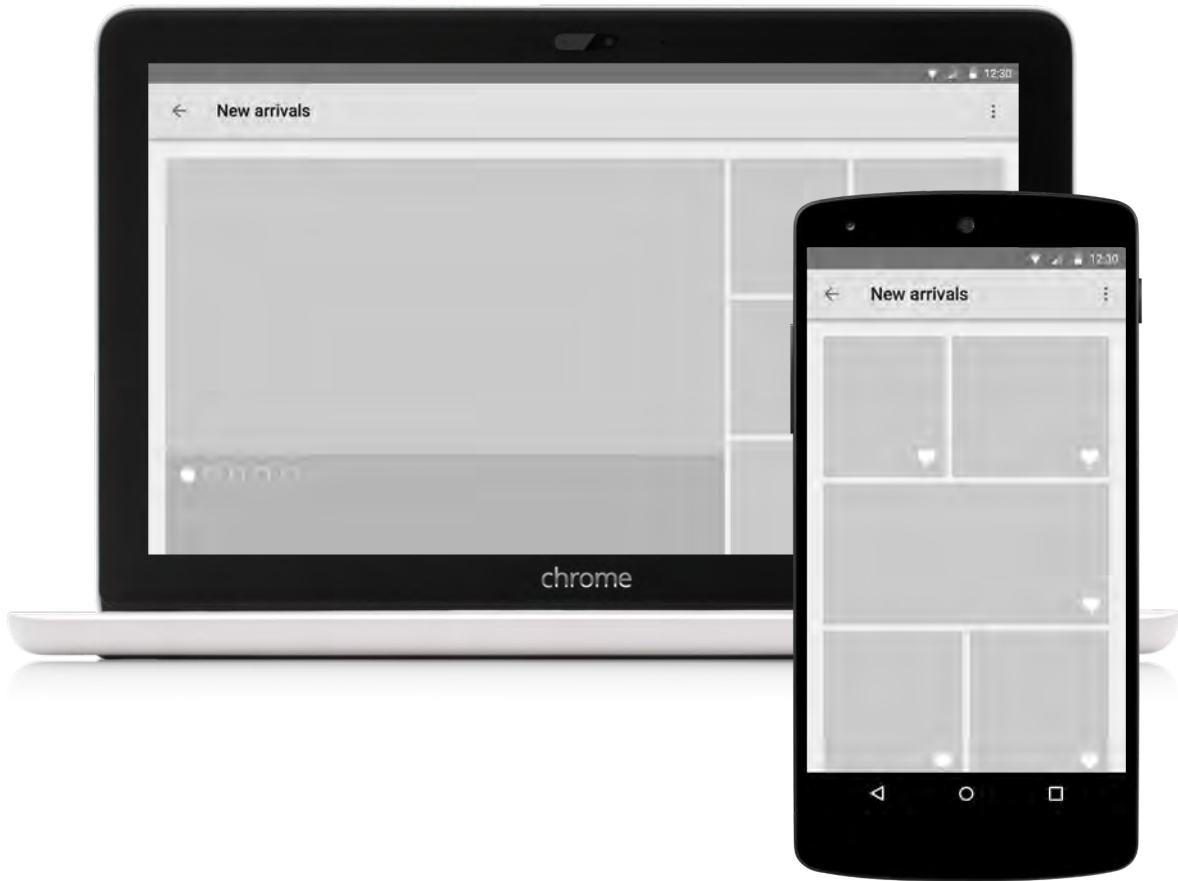
40- 80 hours for lesson planning.

Co-Teach vs. Aide Supported sections

Look at your projections and fly-up data

- Do all students need co-teaching?
- Can students be in aide supported sections?

CO- TEACHING TEAMS



COMMUNICATION



Document is
hyperlinked

<i>Task</i>	<i>General Education Teacher</i>	<i>Special Education Teacher</i>	<i>Instructional Aide</i>
Daily Planning			
Weekly Schedule			
Record and chart data			
Administer Standardized Assessments			
Grade Exams			
Grade Student work/writing			
Behavior Management			
Classroom Management			
Documenting IEP Goal Progress			
Whole Group Instruction			
Small Group Instruction			
Individual Instruction (1:1)			
Attendance Recording			
Attend Subject/Grade Level PLC			
Participate in IEP			
Conduct Parent Meetings/Conferences			
Lesson Accommodations			
Modify or Adapt Lesson			
Instructional Strategy Choice			
Assessment Tools			
Technology tools and incorporation			
Determination of Standard Mastery			
Rubric Development			

A photograph of a cluttered office desk. The desk is covered with various items including papers, folders, a trash can, and other office supplies. The desk is dark-colored with a light-colored top. A black office chair is visible on the left side of the desk. The background shows a white wall and a window. The entire image is framed by a red border.

[illegible]

STUDENT PORTFOLIOS



CHARACTER/ COMPASSION



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

CRITICAL THINKING

What can you achieve that you cannot with only 1 teacher in the classroom?

What do you expect the other teacher to do in your classroom that would otherwise be a deal breaker?

How are you going to contribute to the co-teaching team?

What skills do you have to offer to the team?

How will you address conflicts, differences, disagreements?

What responsibilities will be shared, gen ed only, Sp. Ed only?

When will you meet for co-planning/ consulting?

How will you reflect on the lessons?



What does the contract say?

Article 10.10 Course Preparation

Administration will make a reasonable attempt to limit the number of course preparations assigned to each teacher to two (2) course preparations per semester.

A course preparation is defined as any situation in which the teacher must specifically prepare lessons, tests, or other activities for any class or block having a different course title, course number, or **having different identified ability levels within a course title**. “Different identified ability levels” does not refer to the normal diversity of academic abilities found in a regular classroom but rather to an individual or group that is designated by the school as requiring special accommodations.

RSP teachers who are assigned to inclusion classes for the purpose of planning for and participating in instruction with more than one regular education teacher shall be recognized as having one course preparation for each teacher to which they are assigned.

Today's Assignment

As a team, complete the following documents:

1. Mild/Moderate teachers [DEPARTMENTALIZING](#) into 1 or 2 content areas (please fill out)
 - Will you blend teaching assignments to include sections of co-taught and sections of self-contained?
 - Will you plan for common conference periods? (Co-teachers, grade levels, entire departments?)
2. Discuss Progress Monitoring (site expectations, what does it look like at your site, student data). What model will your site implement? What are the implications to the master schedule.
 - Will you implement a progress monitoring period?
3. [Co-Teaching](#) teams

Remember- what you prioritize is a picture of what you value on your campus

Next Steps

Next PLC will focus on:

- Staffing allocation
- ASTA Contract
- Preparing to assign teaching preps
- Reverse verification process

Principals and APs- required

Lead Counselors- optional

Next Steps

March 16-April 3- Spanish placement testing

March 6- soft deadline for phase 1 course requests

March 13- hard deadline for phase 1 course requests

March 16-20- Prepare reverse verification documents

March 23-27- Spring Break

March 30-April 3- Reverse verifications to teachers

April 3- All special program lists due

Check Out/Reflection

The background is a solid purple color. Four hands, each with a different skin tone and sleeve color, are positioned around the central text. Each hand is holding a large, colorful puzzle piece. The top-left hand is light-skinned with a yellow sleeve, holding a red puzzle piece. The top-right hand is light-skinned with a blue sleeve, holding a green puzzle piece. The bottom-left hand is dark-skinned with a red sleeve, holding a blue puzzle piece. The bottom-right hand is light-skinned with a green sleeve, holding a yellow puzzle piece. The puzzle pieces are arranged in a square pattern around the central text.

Master Schedule PLC Special Populations

January 2022



Agenda

- Fly Up Form
- Hand Scheduling/locking in place
- Developing Co-Teaching teams
- Departmentalizing

Equity & Access

Essential Question:

How do we teach students with disabilities to work with & through their disability rather than shelter them from opportunities because we think they can't handle it?

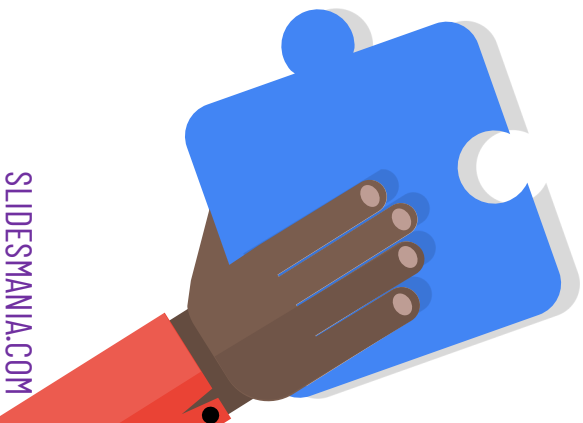


Equity & Access

LEAST RESTRICTIVE
ENVIRONMENT = students to
have access to Gen Ed
electives, pathways, VAPA and
World Languages

If students are not going to be A-G,
they should be completing Pathways.
Career Ready!

Reduce Study Skills and implement an
effective Monitoring Period





Fly Ups

HIGHLY RECOMMENDED:

Prior to Fly Ups, Grade Level Counselors and Case Carriers should meet to review transcripts.

Discuss 6 year plan, graduation status and pre-plan courses needed

Overview/Basics– Vertical Articulation to High School

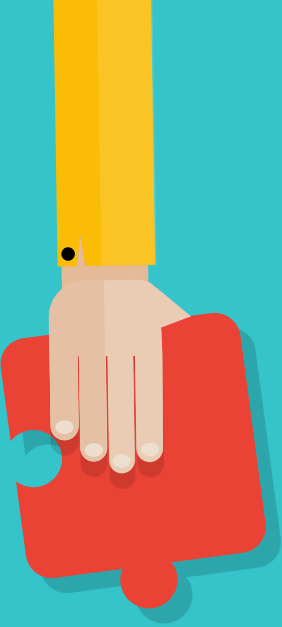
- *Scheduled and Structured* opportunities for high school teachers to meet and schedule incoming freshman
- Student to teacher meetings only UNLESS HIGH PROFILE
- *Dates, subs, and projections list* will be provided to ALL department chairs

District Level Coordination

- Dates have been selected for each feeder pattern based on multiple factors. *Substitutes are available. Dept. Chairs have this info.*
- ALL Department Chairs will be given *District-Wide “Read Only” Access to SEIS*
- Transfer notifications will be coordinated through district and updates will be given to department chairs and program specialists as they come in on the District Created Forms

***Open Enrollment window will close on February 4, 2022





VERTICAL ARTICULATION SCHEDULE: JH to HS



2/11:	Ball to Loara
2/11:	Brookhurst to Savanna
2/24:	Sycamore to Anaheim
2/24:	South to Katella
2/25:	Walker to Kennedy
2/28:	Orangeview to Western
2/28:	Lexington to Cypress
2/28:	Dale to Magnolia

Site Level Coordination– 8th to 9th

Junior High Teams Will:

- Develop a schedule based on Case Case Carrier totals
- **Schedule In person meeting with the student, the Case Carrier, and the High School Representative**

High School Teams Will:

- **Meet with each student and Complete District Spreadsheet**
- Collaborate with counselors in utilizing the spreadsheet to assist in creating master schedule

*****DISTRICT SPREADSHEET USE IS NON-NEGOTIABLE**



SPED

Course

Codes and

Course

Sequencing

Diploma Track RSP Only

Junior High	Study Skills	ND671
High School	Study Skills	ND610
High School	Transition to Work	CE631
High School	Work Experience	CE630

Guidelines:

- Every effort should be made to place student into a General Education Elective
- Study Skills should be for students below 2.0 GPA

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
1	English 7 EN700	English 8 EN800	English 1 EN100	English 2 EN200	English 3 EN300	English 4 EN400
2	Math 7 MA700	Math 8 MA800	Integrated Math 1 MA100	Integrated Math 2 MA200	Integrated Math 3 MA300 Application of Functions 1 MA302	Math Elective Application of Functions 2 MA403
3	World History SS700	US History SS800	Health HE100 CFT CE197	World History SS200	US History SS300	Government SS400 Economics SS402
4	Integrated Science 7P SC700	Integrated Science 8P SC800	The Living Earth SC100	Chemistry in the Earth System SC200	Physics of the Universe SC300	Elective
5	PE 7 PE700	PE 8 PE800	PE 1 PE100	PE 2 5045	Pathway Elective	Pathway Elective
6	Study Skills ND671 OR Elective	Study Skills ND671 OR Elective	Study Skills ND610 OR Elective	Study Skills ND610 OR Elective	Study Skills ND610 OR Work Experience ND630 OR Elective	Study Skills ND610 OR Work Experience ND630 OR Elective
7	Elective	Elective				

Diploma Track SDC

Junior High	English 7	EN670
	English 8	EN680
	Math 7A	MA703
	Math 8A	MA803
	World History	SS670
	US History	SS680
	Integrated Science 7	SC670
	Integrated Science 8	SC680
	Intensive Literacy	ND670
	Health	HE700 (Gen Ed)

Guidelines:

- ED/Bridges- allowed to have Study Skills (from RSP courses)
- Autism Focus- allowed to have Daily Living Skills (from Non-Diploma track courses)

High School	English 1	EN610
	English 2	EN620
	English 3	EN630
	English 4	EN640
	Integrated Math 1A	MA103
	Integrated Math 1B	MA203
	Integrated Math 2A	MA303
	Integrated Math 2B	MA403
	World Hist/Cult & Geography	SS620
	US History & Geography	SS630
	Principles of American Democracy	SS640
	Economics	SS641
	The Living Earth	SC610
	Chemistry in the Earth Systems	SC620
	Physics of the Universe	SC630
	Health/Computers	HE610/ CE 697
	Work Experience	CE630

	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
1	English 7 EN670	English 8 EN680	English 1 EN610	English 2 EN620	English 3 EN630	English 4 EN640
2	Math 7A MA703	Math 8A MA803	Integrated Math 1A MA103	Integrated Math 1B MA203	Integrated Math 2A MA303	Integrated Math 2B MA403
3	World History SS670	US History SS680	Health/CFT Inc- HE100/ CE197 Self-Contained- HE610/ CE697	World History SS620	US History SS630	Prin Amer Demo/ Econ SS640/SS641
4	Integrated Science 7 SC670	Integrated Science 8 SC680	Living Earth SC610	Chemistry in the Earth System SC620	Physics of Universe SC630	Gen Ed Elective
5	PE 7 PE700	PE 8 PE800	PE 1 PE100	PE 2 PE200	Gen Ed Elective OR Work Experience CE630	Gen Ed Elective OR Work Experience CE630
6	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective
7	Intensive Literacy ND670 OR Gen Ed Elective	Intensive Literacy ND670 OR Gen Ed Elective				

Non-Diploma Track

Junior High	English	EN601
	Mathematics	MA601
	Social Science	SS601
	Science	SC601
	Adaptive PE	PE601
	Daily Living Skills	ND601

High School	English	EN600
	Mathematics	MA600
	Social Science	SS600
	Science	SC600
	Adaptive PE	PE600
	Daily Living Skills	ND600

	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
1	English EN601	English EN601	English EN600	English EN600	English EN600	English EN600
2	Mathematics MA601	Mathematics MA601	Mathematics MA600	Mathematics MA600	Mathematics MA600	Mathematics MA600
3	Social Sci SS601	Social Sci SS601	Social Sci SS600 OR Science SC600	Social Sci SS600 OR Science SC600	Social Sci SS600 OR Science SC600	Social Sci SS600 OR Science SC600
4	Science SC601	Science SC601	PE PE100 OR Adaptive PE PE600	PE PE200 OR Adaptive PE PE600	PE PE200 OR Adaptive PE PE600	PE PE200 OR Adaptive PE PE600
5	PE PE700 OR Adaptive PE PE601	PE PE800 OR Adaptive PE PE601	Daily Living Skills ND600	Daily Living Skills ND600	Daily Living Skills ND600	Daily Living Skills ND600
6	Daily Living Skills ND601	Daily Living Skills ND601	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective	Gen Ed Elective
7	Gen Ed Elective	Gen Ed Elective				

Adult Transition

Independent Living Skills	ND699
---------------------------	-------

1	Independent Living Skills
2	Independent Living Skills
3	Independent Living Skills
4	Independent Living Skills
5	Independent Living Skills
6	Independent Living Skills

Master Projection List REMINDERS

- Projections are currently *based on feeder pattern*.
- If you see students on projections from schools not usually yours, please contact department chair from that school to have them double check with the parent on plans (i.e. Lexington student projected to Loara)
- Program Specialist will *highlight High Profiles on their school/program lists*. This will indicate who will need a meeting WITH parent.



Overview/Basics– 6th to 7th

- *Structured Opportunities to Meet with families of incoming 7th grade students*
- *VERTICAL ARTICULATION MEETINGS WILL RUN FROM 2/28/2022-4/08/2022*
- *Projections list* will be provided to all department chairs
- Vertical Articulation (Fly-Up) IEP Verbiage



VERTICAL ARTICULATION SCHEDULE: 6th to 7th

- A “Vertical Articulation Calendar” has been created and will be shared with department chairs
- Elementary Schools will plan on an AUHSD representative being present for their meetings on the date(s) assigned to them. The Program Specialist will be the primary contact and attendee. The department chairs will attend on an as needed basis
- AUHSD Vertical Articulation Guidelines Spring 2022



HIGHLY RECOMMENDED:

After Fly Ups, work in teams with Case Carriers, Counselors and Admin to AUDIT the fly up forms.

Does the fly up form and IEP match?
Is the grad status and 6 year plan accounted for?
Does an amendment need to be held?

Should be done and course requests updated by
April 8th.

Fly Up Form Review

- All sites will use the district provided form/Spreadsheet
- Form will be completed for all students in SPED at all grade levels
- Must reflect what is in the IEP
 - Co-taught vs. Aide Supported



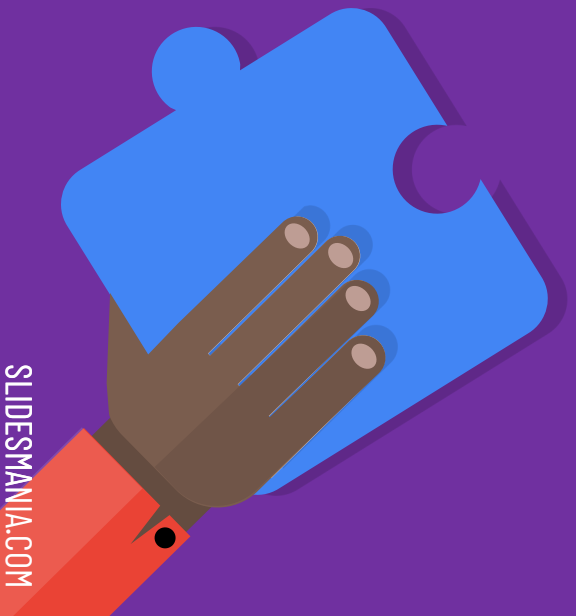
Fly Up Forms

Site Team Discussion:

- With your site team, review the spreadsheet.
- Make comments, suggestions and ask questions on this document
- What worked last year with the fly up process on your campus?
- What needs improvement?



Master Schedule Building/ Hand Scheduling





Building the SPED Master Schedule

- The MS must be built to accommodate students in Special Populations
- MS team will work with SPED department chairs to build the SPED master schedule first.
- District team will work individually with site teams as needed

Hand Scheduling/ Locking in Place

- **April 25–29**
 - Case Carriers will work with counselors to review each student on caseload to ensure proper placement (Make sure you block your calendar now)





Co-Teaching Teams

Hand Scheduling/ Locking in Place



Make a listing of current teams on this [document](#)

Discuss each team and whether the pairing is effective?



What is working with each team?



What is not working?

Do any of the teams need to be broken up and a new team formed?



Do you have a model that is working that can be shared with the other schools?

Science Placement

- All 9th grade (RSP & SDC) must be enrolled in science- The Living Earth
- RSP will take 3 years of Science
- SDC- Can have flexibility on taking 2-3 years.
- SDC- Can be push in to Gen Ed or SDC courses



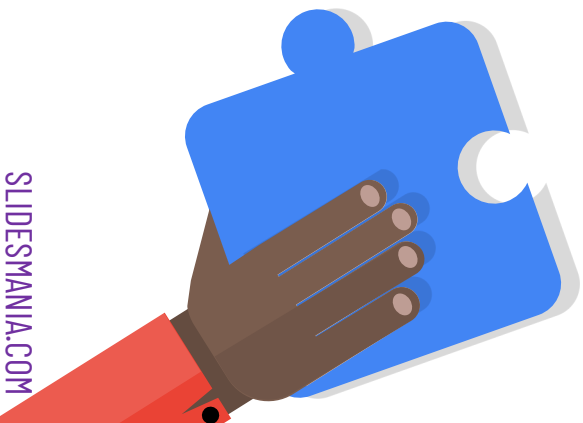
Questions?



Next Meeting– Feeder Pattern Meetings

Fly-Ups for Feeders

Departmentalizing– Start thinking about what this could look like on your campus.





Master Schedule PLC Special Populations

Amanda Bean, Program Administrator- C & I

Amie Maya, Coordinator- SYS

Tracy Olson, Curriculum Specialist- Students with Disabilities



Master Schedule Considerations By the Numbers

- Best practice is no more than 33% of students in a co-taught class have an IEP.
- If an aide is supporting a class, there should be less than 25% of the students in the class who have an IEP.
- Most effective co-teachers have a common conference period. (research based)

Strategic Placement of SWD and EL and Locking Courses- Hand Scheduling

- Place SWD into co-teaching sections.
- Place SWD into Instructional Aide supported sections.
- Place SWD into sections with no support, by need
- Place EL students strategically, then lock.

Strategic Placement of Tier 2 and Tier 3 and Locking Courses

- Tier 2 and Tier 3 students should be identified before this process.
- As much as possible, do not schedule SWD with Tier 2 or 3 students.

Identify Teachers with Overall Class GPAs Above 2.0

- Only schedule SWDs with teachers with overall class GPA s above 2.0.
- Do not schedule SWDs with struggling teachers.

Example:

1520 - English 2 P	Teacher A	1	5	16.1 %	5	16.1 %	8	25.8 %	4	12.9 %	9	29.0 %	31	1.77
		3	6	20.7 %	6	20.7 %	6	20.7 %	2	6.9 %	9	31.0 %	29	1.93
		4	5	14.7 %	9	26.5 %	10	29.4 %	5	14.7 %	5	14.7 %	34	2.12
		5	4	12.5 %	4	12.5 %	6	18.8 %	6	18.8 %	12	37.5 %	32	1.44
		6	4	14.3 %	4	14.3 %	7	25.0 %	5	17.9 %	8	28.6 %	28	1.68
	Teacher B	4	2	7.1 %	9	32.1 %	10	35.7 %	5	17.9 %	2	7.1 %	28	2.14
		5	1	2.8 %	11	30.6 %	16	44.4 %	5	13.9 %	3	8.3 %	36	2.06
	Teacher C	1	3	9.7 %	9	29.0 %	9	29.0 %	5	16.1 %	5	16.1 %	31	2.00
		3	2	6.7 %	5	16.7 %	11	36.7 %	5	16.7 %	7	23.3 %	30	1.67
1525 - English 2 HP		1	2	8.0 %	11	44.0 %	9	36.0 %	2	8.0 %	1	4.0 %	25	2.44
		2	2	7.4 %	9	33.3 %	12	44.4 %	4	14.8 %	0	0.0 %	27	2.33
		4	6	16.7 %	17	47.2 %	4	11.1 %	6	16.7 %	3	8.3 %	36	2.47
		5	9	29.0 %	16	51.6 %	3	9.7 %	1	3.2 %	2	6.5 %	31	2.94
		6	18	48.6 %	11	29.7 %	5	13.5 %	1	2.7 %	2	5.4 %	37	3.14
1535 - English 3 P	Teacher 1	1	3	8.6 %	9	25.7 %	10	28.6 %	7	20.0 %	6	17.1 %	35	1.89
		2	2	6.3 %	5	15.6 %	12	37.5 %	10	31.3 %	3	9.4 %	32	1.78
		3	1	2.8 %	12	33.3 %	13	36.1 %	5	13.9 %	5	13.9 %	36	1.97
	Teacher 2	1	0	0.0 %	10	29.4 %	14	41.2 %	7	20.6 %	3	8.8 %	34	1.91
		2	2	7.1 %	5	17.9 %	8	28.6 %	9	32.1 %	4	14.3 %	28	1.71
		3	0	0.0 %	13	40.6 %	10	31.3 %	5	15.6 %	4	12.5 %	32	2.00
		4	4	11.4 %	7	20.0 %	12	34.3 %	6	17.1 %	6	17.1 %	35	1.91
		5	3	9.1 %	3	9.1 %	11	33.3 %	8	24.2 %	8	24.2 %	33	1.55
	Teacher 3	3	5	13.9 %	11	30.6 %	9	25.0 %	7	19.4 %	4	11.1 %	36	2.17
		5	9	26.5 %	11	32.4 %	6	17.6 %	6	17.6 %	2	5.9 %	34	2.56
		6	7	23.3 %	4	13.3 %	4	13.3 %	6	20.0 %	9	30.0 %	30	1.80

1.79

2.10

1.84

1.88

1.88

2.18

01

Identify teachers with overall class GPA s above 2.0.

- Only schedule SWDs with teachers with overall class GPA s above 2.0.
- Do not schedule SWDs with struggling teachers.

02

SpEd teachers identify co-teachers.

- SpEd teachers seek co-teachers according to teaching philosophy, temperament, etc.
- Relationships are vital to a co-teaching team.

03

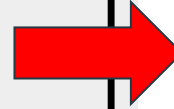
Based on projections, identify needed co-taught and IA supported sections.

- SpEd department should provide a spread sheet with this info per student.
- Create inclusion sections based on IEP/ student needs.

04

Strategically place SWD into inclusion sections, then lock.

- Place SWD into co-teaching sections.
- Place SWD into Instructional Aide supported sections.
- Place SWD into sections with no support, by need.



*Co-taught classes should have no more than 30% SWD enrolled in the class.

* IA supported classes should have no more than 25% SWD enrolled in the class.

05

Strategically place EL students, into appropriate sections, lock.

- See EL notes.

06

Strategically place Tier 2 & 3 students in non-inclusion sections, lock.

- Tier 2 and Tier 3 students should be identified before this process.
- As much as possible, do not schedule SWD with Tier 2 or 3 students.

07

Fill in classes with Tier 1 students students.

- Know students by name and need. Team is strategic in placing students in optimal learning environments.

MASTER SCHEDULE

FEBRUARY 15, 2022

How are you feeling today superbowl edition?



A



B



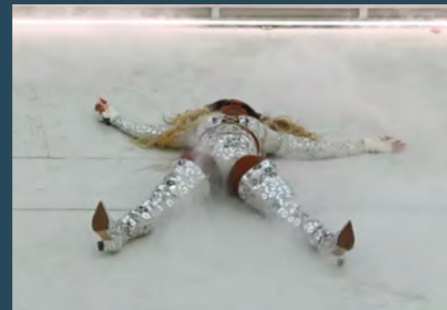
C



D



E



F

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open minds
dialogue
respectful
patience
like a human
solutions-oriented
trust
respectfully
respect
kindness
space
open-minded
resolution
to be heard
integrity
empathetic
professionally
open mind
open hearts
openness
open heart
peace
whole-heart
kids come first
assume positive intention
equity

OBJECTIVES:

TIMELINE, COUNSELING UPDATE, OV Q
+ A, DEPARTMENT MATRIX

Overview of Timeline

November-
December

Phase 1:
Preparing for Course Selection

January-
March (Before
Spring Break)

Phase 2:
Course Selection

March
(After Spring
Break)- April

Phase 3: Deptmt Planning/ Determining
Teaching Sections

April-May

Phase 4:
Build the Schedule in Aeries

Summer/
First 3 weeks
of School

Phase 5:
Start of School

DETAILED TIMELINE

All of the course request will be entered in Aeries by: **3/4**

WESTERN MASTER SCHEDULE WORKBOOK

- ▶ Overview of workbook-Western MATRIX
- ▶ Department Priorities and Requests
 - With your Course Alike PLC/Department work this week and next week to input Priorities, Requests, and other information.
 - Place information on workbook by the end of the day Friday 2/25

OUTREACH AND EVENTS FOR THE 2023-24 YEAR

For 22-23 year:

- ▶ Class presentation
- ▶ Lunch tables
- ▶ Virtual Q & A
- ▶ CTE Pathways Showcase

Other events that promote programs but were canceled:

- ▶ Open houses at OV and Western
- ▶ Walk to Western

For the 23-24 Year we shouldin the first semester.

**The strength of the team
is each individual member.
The strength of each member
is the team.**

Phil Jackson





NEXT MEETING

3.8 or 3.15

MASTER SCHEDULE

JANUARY 18, 2022

x If you had to live without one, which one would it be? y



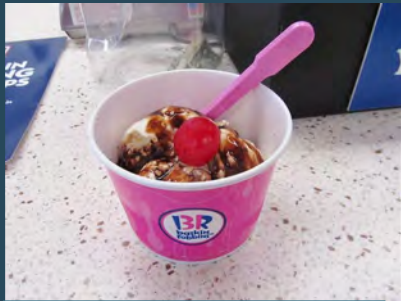
Donuts



Burgers



Tacos



Ice Cream



Coffee



Pizza

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compassionately
understanding
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resolution
to be heard
integrity
empathetic
professionally
open mind
open hearts

OBJECTIVES:

**TIMELINE, STAFFING AUDIT REVIEW,
COUNSELING UPDATE, NEXT STEPS +
INFO**

Overview of Timeline

November-
December

Phase 1:
Preparing for Course Selection

January-
March (Before
Spring Break)

Phase 2:
Course Selection

March
(After Spring
Break)- April

Phase 3: Deptmt Planning/ Determining
Teaching Sections

April-May

Phase 4:
Build the Schedule in Aeries

Summer/
First 3 weeks
of School

Phase 5:
Start of School

TIMELINE INFORMATION

Monday, January 17- Friday, February 4

6th grade elementary school visits

JH teams present on same day/time at schools where they share students

Intra-District Transfers

Monday, January 3rd-February 4th

(Priority given to students applying for an Exclusive Pathway)

Inter-District (Incoming ONLY)

Monday, January 3rd and ongoing throughout the entire school year

Inter-District (Outgoing ONLY)

Tuesday, February 1st- Monday, February 28th

District LOTTERY

Held the week of Feb 7th - 11th (Final Date TBD)

Student list to the sites

No later than Friday, February 25th

Students transferred in Aeries

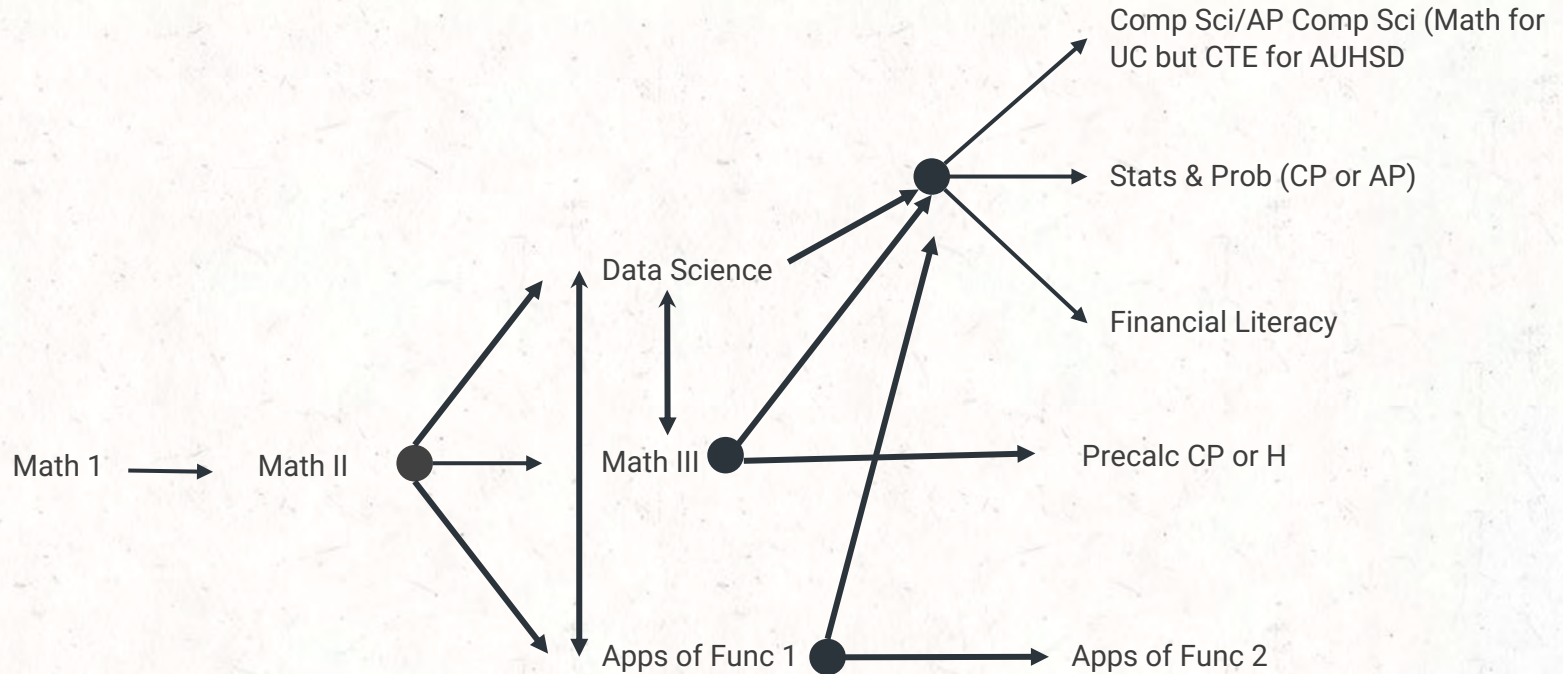
Week of February 28th-March 4th

WESTERN STAFFING AUDIT SITE LIST

UPDATES

- ▶ Counseling:
 - Course selection materials
 - Junior High presentations
 - Grade-level HS presentations
- ▶ New Math courses:
 - Introduction to Data Science
 - Financial Literacy

COLLEGE PREP/H FLOW CHART



UPCOMING: SYS TRAINING

1.20.2021 1-3PM @ PDC SPED DEPT CHAIRS, LEAD
COUNSELOR, PROGRAM SPECIALIST, AP

UPCOMING

SDC Staffing Impact

We will be sending
a survey to
determine the SDC
impact to your
electives and core
classes



Intra District Transfer Window

January 3-
February 4

Info will be used
as part of staffing
projections



Staffing Projections

Will be distributed
1st week of March



NEXT STEPS:

- FINALIZE DEPARTMENT COURSE OFFERINGS
- FINALIZE MATERIALS TO BE INCLUDED IN GRADE PRESENTATIONS
- DEPARTMENT CHAIR MEETING TO DISCUSS SPECIALTY COURSES AND RECOVERY/VALIDATION
- WORK WITH SPED FOR STUDENT COURSE PLACEMENT



whspio



Liked by **tristanivan98** and **129 others**

rammadhan_n So...I got a scholarship to do research at Stanford University. I'm going to be studying juvenile myelomonocytic leukemia; a deadly form of childhood cancer. Grateful for the opportunity, let's go make some change. #letsmove



NEXT MEETING

2.15.2022

MASTER SCHEDULE

DECEMBER 10, 2021

A Christmas Story Check In: Who do you connect with today?

- Explain your reasoning



A



B



C



D



E



F

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open hearts

OBJECTIVES:

**TIMELINE, COURSE SELECTION
PROCESS, STAFFING, MASTER SCHEDULE
CONSIDERATIONS, NEXT STEPS**

Overview of Timeline

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Phase 1:
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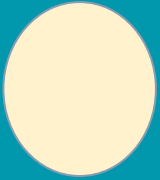
April-May

Phase 4:
Build the Schedule in Aeries

Summer/
First 3 weeks
of School

Phase 5:
Start of School

HOW IS OUR STAFFING ALLOCATION DETERMINED?



Our staffing is based on our total anticipated ADA at our site, not including our students identified as SPED.



Our basic staffing allocation is funded by general-fund, non-categorical dollars.



1/6th assignments, or other “special assignments” are not included in our staffing allocation.



Factors such as student load, and class size are also included when determining staffing allocation.

WESTERN STAFFING

SITE LIST

1.5.2021

CURRENT STAFFING AUDIT

First step in the process for staffing for the next school year.

- We cross reference all staff that is currently paid for by the general fund.
- **We Do NOT include but do review:**
 - SPED staff
 - Any staff funded by categorical money
 - Any additional staff that has been provided for you by the District based on special circumstances

WE FOCUS ON

Counting positions rather than tracking people

- ▶ **Example:** If we have a teacher on an LOA who has a LTS. This counts as one position...not two.
- ▶ **Example:** If we know a teacher who is retiring at the end of the year, this position is still included in our count because we will need to fill the position for the upcoming school year.

MASTER SCHEDULE CONSIDERATIONS/ NON-NEGOTIABLES

ADA/AUHSD taught courses- This is new- VERY IMPORTANT

In order for AUHSD to collect ADA for a student at Western, they must be in 4 AUHSD taught courses/periods (240 minutes). When students are scheduled, we MUST ensure that they have at least 4 courses taught by an AUHSD instructor.

Categories

- AUHSD taught courses includes eLearning courses
- ROP courses (during the day or after school) and Dual enrollment do not count as AUHSD taught courses.
- Minimum Day periods do not count towards ADA

EXAMPLES OF STUDENTS' SCHEDULES, ARE THEY COMPLIANT? DO WE GET ADA?

Student #1	Student #2	Student #3 5th year student	Student #4	Student #5 With ZERO period MATH -AUHSD and the following classes	Student #6
Draw Paint 1- AUHSD	Band-AUHSD	Prin Amer Demo- AUHSD	English 4- AUHSD	English 3-AUHSD	Prin Amer Demo- AUHSD
AP Statistics- AUHSD	English 2-AUHSD	PE-1-AUHSD	Stats & Prob- AUHSD	Social Science--AUHSD	Embedded Dual Enrollment
Prin Amer Demo- AUHSD	World History- AUHSD	Ceramics- AUHSD	Economics- AUHSD	Embedded Dual Enrollment	Embedded Dual Enrollment
ROP Course	PE-2-AUHSD	ROP Course	ROP Course	Embedded Dual Enrollment	ROP- 2 period block
Embedded Dual Enrollment	ROP Course	No Class- AM	ROP Course	ROP Course	ROP- 2 period block
Embedded Dual Enrollment	Chemistry-AUHSD	No Class- PM	Minimum Day	Physics-AUHSD	Minimum Day

MASTER SCHEDULE CONSIDERATIONS/ NON-NEGOTIABLES CONT.

- It is crucial that we are placing students in the correct courses to meet graduation requirements and ADA. If a student is placed in the incorrect section/course, they will need to repeat the correct course and we may not get ADA.
- Some of our students benefit by having additional courses due to their involvement in different programs/pathways. We will place zero period options on course selection form. Zero period will be student driven. Additionally, it creates more flexibility in our master schedule.

ND9104	Zero Period (0-4)
ND9105	Zero Period (0-5)
ND9106	Zero Period (0-6)

- ELD 1 & 2 (HS) are now A-G approved. Students can still only have one year of ELD towards A-G but this will help any students that start in ELD 1 or 2 and advance quickly into their grade level English class

UPCOMING: SYS TRAINING

1.20.2021 1-3PM @ PDC SPED DEPT CHAIRS, LEAD
COUNSELOR, PROGRAM SPECIALIST, AP

UPCOMING

SDC Staffing Impact

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a survey to
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1st week of March



NEXT STEPS:

- FINALIZE DEPARTMENT COURSE OFFERINGS
- FINALIZE MATERIALS TO BE INCLUDED IN GRADE PRESENTATIONS
- DEPARTMENT CHAIR MEETING TO DISCUSS SPECIALTY COURSES AND RECOVERY/VALIDATION
- SECOND SEMESTER MOVEMENT, NEW STUDENTS, TRANSFERRED STUDENTS, ATHLETICS



NEXT MEETING

1.18.2021

IF WE ARE GROWING,

WE'RE ALWAYS

GOING

TO BE OUT OF OUR COMFORT ZONE.

• **JOHN** • **MAXWELL**

-JOHN HELMICK SUCCESS



MASTER SCHEDULE

NOVEMBER 9, 2021

BE
AMAZING
TODAY
BUT FIRST,
COFFEE



A word cloud centered around the word "respect". The words are arranged in a circular pattern around the central word, with varying sizes and colors. The colors include shades of blue, green, red, orange, and purple. The words are: "respect" (large, blue), "respectfully" (medium, pink), "kindness" (medium, red), "assume positive intention" (medium, yellow), "open heart" (medium, blue), "openness" (medium, green), "kids come first" (medium, red), "whole-heart" (medium, green), "peace" (medium, red), "equity" (medium, yellow), "space" (medium, blue), "open-minded" (medium, purple), "resolution" (medium, orange), "to be heard" (medium, green), "integrity" (medium, green), "empathetic" (medium, purple), "professionally" (medium, blue), "open mind" (medium, yellow), "open hearts" (medium, red), "open minds" (medium, purple), "dialogue" (medium, purple), "patient" (medium, green), "respectful" (medium, green), "solutions-oriented" (medium, orange), "trust" (medium, blue), "like a human" (medium, red), "compassionately" (medium, red), "understanding" (medium, red).

open minds
dialogue
respectful
patient
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respectfully
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solutions-oriented
like a human
compassionately
understanding
open-minded
resolution
to be heard
integrity
empathetic
professionally
open mind
open hearts

FOCUS ON THESE IDEAS...



**Reflectiv
e Practice**

**Work as a
Team**

**Be Brilliant
at the
Basics**

OBJECTIVES:
DISCUSS DEPARTMENT
OFFERINGS, COURSE SELECTION
PROCESS, AND BELL SCHEDULE

DEPARTMENT OFFERINGS:

- COURSE CATALOGUE
- NEW COURSES PROCESS

COURSE SELECTION PROCESS:

- ELECTRONIC
- GRADE LEVEL PRESENTATION EXAMPLE
- BEST PRACTICES AND MATERIALS NEEDED
- OUR FOCUS IS TRANSPARENCY AND ACCESS
(NO INDEPENDENT LISTS)

DEPARTMENT PROMO EVENTS FOR HS AND JH STUDENTS

- NOW THAT YOU KNOW WHAT THE COURSE SELECTION PROCESS LOOKS LIKE, WHAT CAN DEPARTMENTS/PROGRAMS DO PRIOR TO THE SELECTION PROCESS TO INFORM, MOTIVATE, AND PROMOTE COURSES?

[CLICK HERE](#) TO TYPE IDEAS

BELL SCHEDULE TRADITIONAL AND BLOCK

TRADITIONAL

Option #1: Traditional Schedule with 8:30 Start Time

THIS IS ONLY A SAMPLE of what the schedule MIGHT look like.

** Courses offered based on student course requests.*

Period 0*	7:25 - 8:22 AM
Period 1	8:30 - 9:25 AM
Period 2	9:30 - 10:25 AM
Period 3	10:30 - 11:25 AM
Period 4	11:30 AM - 12:25 PM
Announcements & PIOS Period	12:25 - 12:47 PM
Lunch	12:47 - 1:17 PM
Period 5	1:22 - 2:17 PM
Period 6	2:22 - 3:17 PM
Period 7*	3:25- 4:22 PM

BLOCK

Option #2: 6 Classes - 3 Block Schedule w/ Advisement or Office Hours

**THIS IS ONLY A SAMPLE of what the schedule MIGHT look like.*

(Conference every other day)

Period 1/2	8:30 - 10:10 AM
10 min Passing	10:10 - 10:20 AM
Period 3/4	10:20 AM - 12:00 PM
Lunch	12:00 - 12:30 PM
Period 5/6	12:35 - 2:15 PM
Announcements & PIOS Period	2:20 - 3:17 PM

Moving Announcements:

Period 1/2	8:30 - 10:10 AM
10 min Passing	10:10 - 10:20 AM
Period 3/4	10:20 AM - 12:00 PM
Announcements	12:00 - 12:10 PM
Lunch	12:10 - 12:40 PM
Period 5/6	12:45 - 2:55 PM
PIOS Period	2:30 - 3:17 PM

BLOCK

Option #3: 8 Classes - 4 Block Schedule

*THIS IS ONLY A SAMPLE of what the schedule MIGHT look like.
(Increases student load, teaching 6 classes instead of 8)*

Period 1/2	8:30 - 9:55 AM
Period 3/4	10:00 - 11:25 AM
Announcements & PIOS Period	11:25 - 11:47 AM
Lunch	11:47 AM - 12:17 PM
Period 5/6	12:22 - 1:27 PM
Period 7/8	1:32 - 3:17 PM

BELL SCHEDULE

TRADITIONAL AND BLOCK

DISCUSSION

NEXT STEPS:

- SELECT DEPARTMENT COURSE OFFERINGS
- PREPARE MATERIALS TO BE INCLUDED IN GRADE PRESENTATIONS
- DEPARTMENT CHAIR MEETING TO DISCUSS SPECIALTY COURSES AND RECOVERY/VALIDATION
- TIMELINES AND IMPACT OF STUDENT TRANSCRIPT/GRADES.

SUCCESS QUOTES

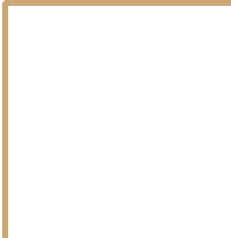
*"Excellence is never
an accident;*

**IT IS THE RESULT
OF HIGH INTENTION,
SINCERE EFFORT,
INTELLIGENT DIRECTION
AND THE VISION
TO SEE OBSTACLES."**

As Opportunities



thesayingquotes.com



Master Schedule

10.19.21





The courageous
conversation is the one
you don't want to have.

David Whyte

Social Contract

How do we want to be treated by others?

How do we want to treat each other when there is conflict?

[CLICK Here to respond](#)

Articles-[Article 1](#) & [Article 2](#)

1. Choose one of the articles and read the text silently, annotate with Kami or take notes to identify those parts of text that:
 - raise questions for you
 - confirm what you already believe
 - make you say, “Ah Ha”
 - conflict with your beliefs
 - cause you to reconsider prior assumptions
2. Choose two different “golden lines” that you want to share with the group. Two provide a choice in case someone else chooses the same line and shares similar reactions.
3. When given the signal, unmute and share your “golden line” and why you selected it (we will have 4 people share)



If someone looked at our school's master schedule, what would it say about our values, the shared vision for teaching/leading, and learning in our school?



Let's look at some data

Before we do, let's remember this data

- is just a big picture snapshot
- is meant to drive conversation
- is meant to be used for reflective purposes
- Is meant to encourage a continuum of improvement

Schedule Change Analysis - 4 Year Review

Only changes made on or after 1st day of school, within first 5 calendar weeks from start date, and only for students enrolled on 1st day.

All Students

School Year	Grade	Total Changes	Impacted Students (unduplicated count)	% of Impacted Students	% of Student Population (enrolled on 1st day)
2021-22	7	3927	1110	10.4%	4.0%
	8	3821	1203	11.3%	4.3%
	9	7740	1801	16.9%	6.5%
	10	7364	1838	17.2%	6.6%
	11	7404	1947	18.2%	7.0%
	12	8465	2567	24.0%	9.2%
	14	715	192	1.8%	0.7%
	16	56	22	0.2%	0.1%
	Totals	39492	10680		38.4%

What does it mean?

Individual Quick Write- 2 min on [Jamboard](#)

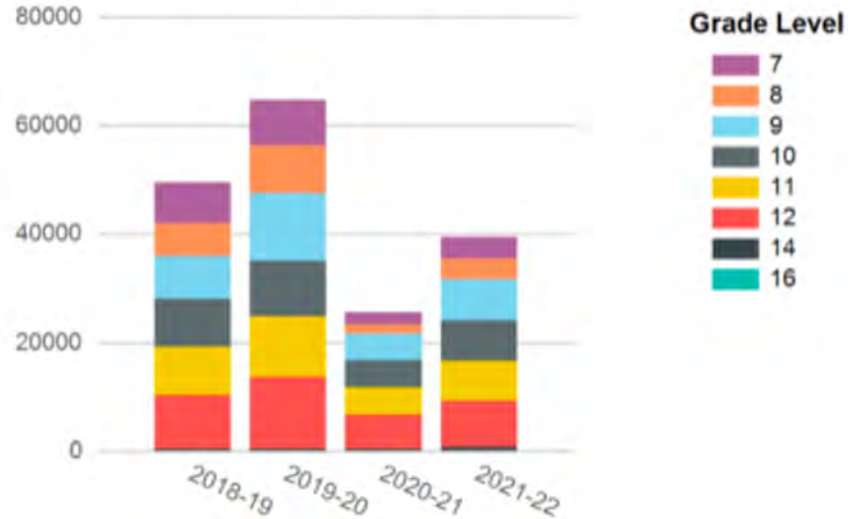
- What do you think about this data?
- What do you think you are seeing?
- What are you interpreting with the data?
- What does this data mean related to school culture? For students? For adults?

Data Review

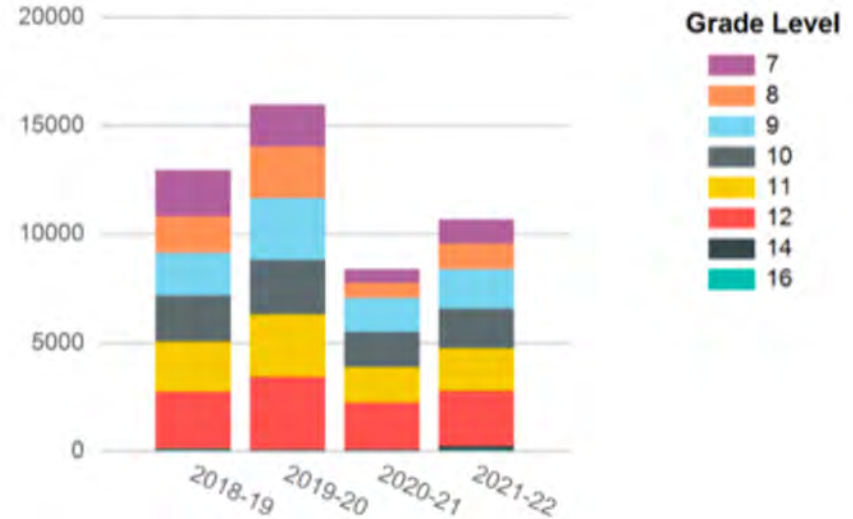
Schedule Change Analysis - 4 Year Review

Only changes made on or after 1st day of school, within first 5 calendar weeks from start date, and only for students enrolled on 1st day.

Total Schedule Changes - All Students



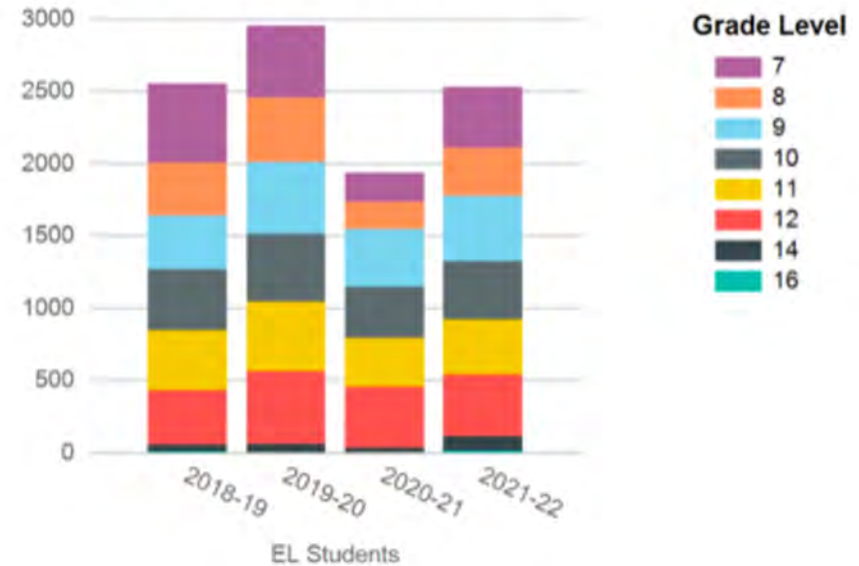
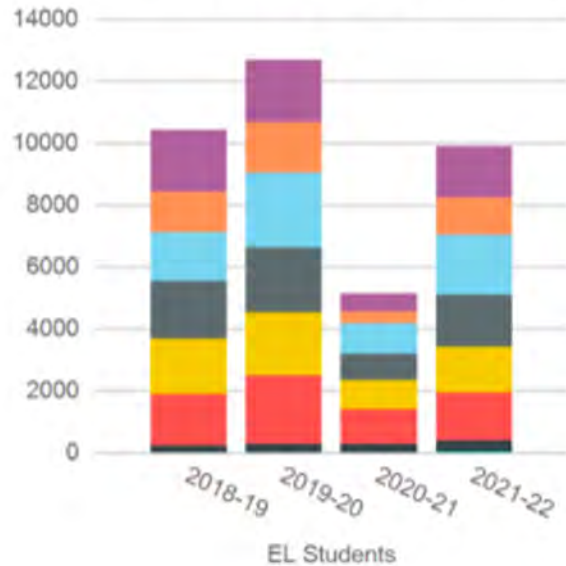
Impacted Students - All Students



Data Review

Schedule Change Analysis - 4 Year Review

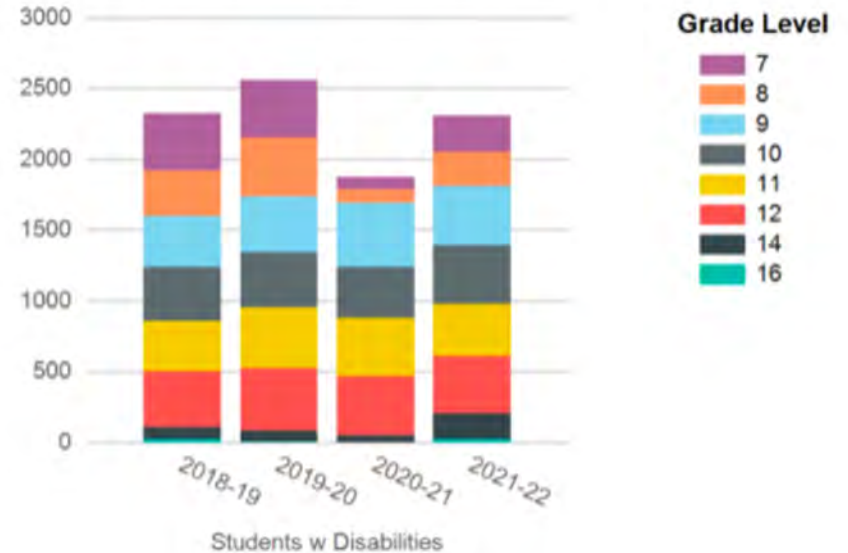
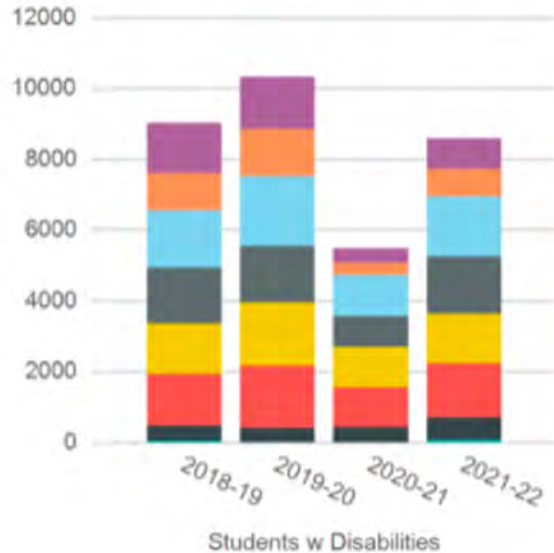
Only changes made on or after 1st day of school, within first 5 calendar weeks from start date, and only for students enrolled on 1st day.



Data Review

Schedule Change Analysis - 4 Year Review

Only changes made on or after 1st day of school, within first 5 calendar weeks from start date, and only for students enrolled on 1st day.



Schedule Change Analysis - 4 Year Review

Only changes made on or after 1st day of school, within first 5 calendar weeks from start date, and only for students enrolled on 1st day.

School Name	All Students			EL Students			Students w Disabilities		
	Total Changes	Impacted Students (unduplicated count)	% of Student Population	Total Changes	Impacted Students (unduplicated count)	% of Student Population	Total Changes	Impacted Students (unduplicated count)	% of Student Population
Western High School	3867	1000	58.3 %	768	192	61.3 %	741	182	70.3 %
Western High School ILC	2	2	3.6 %	0	0	0.0 %	0	0	0.0 %

All Students

School Year	Grade	Total Changes	Impacted Students (unduplicated count)	% of Impacted Students	% of Student Population (enrolled on 1st day)
2021-22	7	3927	1110	10.4%	4.0%
	8	3821	1203	11.3%	4.3%
	9	7740	1801	16.9%	6.5%
	10	7364	1838	17.2%	6.6%
	11	7404	1947	18.2%	7.0%
	12	8465	2567	24.0%	9.2%
	14	715	192	1.8%	0.7%
	16	56	22	0.2%	0.1%
	Totals	39492	10680		38.4%

School Name	Wk	Grd	All Students			EL Students			Students w Disabilities		
			Total Changes	Impacted Students (unduplicated count)	% of Student Pop.	Total Changes	Impacted Students (unduplicated count)	% of Student Pop.	Total Changes	Impacted Students (unduplicated count)	% of Student Pop.
Western High School	Week 1	9	261	92	5.37 %	53	18	5.75 %	20	12	4.63 %
Western High School	Week 1	10	235	80	4.67 %	23	11	3.51 %	15	4	1.54 %
		11	185	53	3.09 %	3	2	0.64 %	17	4	1.54 %
		12	190	59	3.44 %	41	13	4.15 %	15	5	1.93 %
		14	24	4	0.23 %	18	3	0.96 %	24	4	1.54 %
	Week 2	9	139	57	3.33 %	50	24	7.67 %	60	34	13.13 %
		10	291	93	5.43 %	41	12	3.83 %	75	31	11.97 %
		11	216	89	5.19 %	37	13	4.15 %	58	28	10.81 %
		12	154	73	4.26 %	40	21	6.71 %	37	26	10.04 %
	Week 3	9	293	93	5.43 %	78	25	7.99 %	61	12	4.63 %
		10	345	129	7.53 %	51	21	6.71 %	42	16	6.18 %
		11	147	56	3.27 %	15	7	2.24 %	23	7	2.70 %
		12	141	96	5.60 %	23	17	5.43 %	19	16	6.18 %
	Week 4	9	362	116	6.77 %	86	30	9.58 %	71	22	8.49 %
		10	241	67	3.91 %	46	14	4.47 %	62	16	6.18 %
		11	182	61	3.56 %	53	18	5.75 %	32	12	4.63 %
		12	343	122	7.12 %	84	26	8.31 %	108	26	10.04 %
	Week 5	9	8	4	0.23 %	0	0	0.00 %	1	1	0.39 %
		10	23	5	0.29 %	4	1	0.32 %	1	1	0.39 %
		11	8	2	0.12 %	7	1	0.32 %	0	0	0.00 %
		12	79	47	2.74 %	15	7	2.24 %	0	0	0.00 %
Western High School ILC	Week 3	12	2	2	3.57 %	0	0	0.00 %	0	0	0.00 %

What does it mean?

Individual Quick Write- 2 min on [Jamboard](#)

- What do you think about this data?
- What do you think you are seeing?
- What are you interpreting with the data?
- What does this data mean related to school culture? For students? For adults?

Why does it Matter?

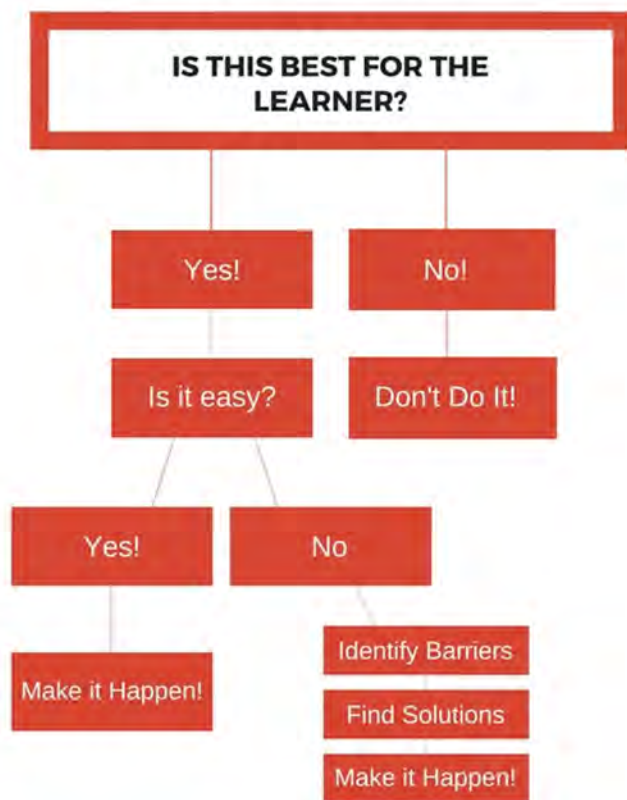
As a site, let's discuss the implications, applications, modifications, connections, relevance of the data related to school culture and the master schedule process.

What process or structure is in place that is intentionally building a positive school culture?

What process or structure is in place that might unintentionally hinder the building of a positive school culture?

[2 min Jamboard Activity](#)

EDUCATION DECISION MAKING FLOWCHART



We can't just do what we've always done

“Innovation distinguishes between a
leader and a follower”
-Steve Jobs

What does this mean for us?

- A willingness to agree that many factors contribute to what we see in the data
- It is easy for us to be stuck in the routine of what we've always done and continue to repeat the same ineffective practices.

To Do:

Reflective Practice

“The more reflective you are, the more effective you are”
-Hall and Simeral

What does this mean for us?

- Acknowledgement that we must tighten up our practices as a whole.
- Reflecting provides us with the opportunity to critically evaluate our methods and work towards positive changes.

To Do:

Work as a team

“Most great learning happens in groups.
Collaboration is the stuff of growth.”
-Ken Robinson

What does this mean for us?

- Creation of Master Schedule Cohorts/ Work Groups
- Because....
 - We cannot go at it alone or work independently
 - Invest with teams to be stronger together
 - We need to build the capacity of those in the system as a whole
 - Multiple people need to understand the process and how to proceed if any party is unable to continue

To Do:

Be Brilliant at the Basics

“It’s the little details that are vital. Little things make big things happen”

-John Wooden

- Tight/coordinated timelines
- District wide systems/structures
 - Scheduling EL/SWD
 - Placement Recommendations
 - Use of Academic Planner in Aeries- Course plan selection vs. individual elective selection
 - Coordinating summer program enrollment, dual enrollment, etc.
- Accountability measures in place
 - AP Check Out- Master Schedule review and metrics included
 - Lead Counselor Check Out
 - Teacher Check Out
- Steering Committee for best practice development

To Do:

Next Steps

Site Homework

- Review and update [Master Schedule Site TimeLine](#) based on district timeline
- Develop email to communicate to staff the timeline and overall process
- Start determining program outreach, decisions, guidelines
- Find creative ways to address current barriers
- Develop materials that help set up flexibility within our current structures with student data (7,8 course selection card)
- [New Courses Process](#)

IT IS NOT ABOUT "YOUR IDEA" OR
"MY IDEA." IT IS ABOUT FINDING THE
"BEST IDEA" AND BEING
COMFORTABLE WITH WHEREVER
THAT MAY ORIGINATE.



GEORGE COUROS

Master Schedule for special populations.

01

Identify teachers with overall class GPA s above 2.0.

- Only schedule SWDs with teachers with overall class GPA s above 2.0.
- Do not schedule SWDs with struggling teachers.

02

SpEd teachers identify co-teachers.

- SpEd teachers seek co-teachers according to teaching philosophy, temperament, etc.
- Relationships are vital to a co-teaching team.

03

Based on projections, identify needed co-taught and IA supported sections.

- SpEd department should provide a spread sheet with this info per student.
- Create inclusion sections based on IEP/ student needs.

04

Strategically place SWD into inclusion sections, then lock.

- Place SWD into co-teaching sections.
- Place SWD into Instructional Aide supported sections.
- Place SWD into sections with no support, by need.

05

Strategically place EL students, into appropriate sections, lock.

- See EL notes.

06

Strategically place Tier 2 & 3 students in non-inclusion sections, lock.

- Tier 2 and Tier 3 students should be identified before this process.
- As much as possible, do not schedule SWD with Tier 2 or 3 students.

07

Fill in classes with Tier 1 students students.

- Know students by name and need. Team is strategic in placing students in optimal learning environments.



Curriculum Specialist Updates & Placement Reminders For the 2022-2023 School Year

LCAP Priorities/Taskforce Recommendations related to Master Schedule & Course Selection

Students with Disabilities

1. Develop and implement a district-wide system for consistent and regular progress monitoring.
2. Expand access and enrollment, with appropriate support, in world languages for SWD.
3. Expand access and enrollment, with appropriate support, in CTE Pathways for SWD.

English Learners

1. Increase digital literacy and digital access of ELs.
2. EL site team needs to review EL student transcripts annually.
3. Establish JHS to HS transition meeting with EL site teams to ensure appropriate placement.
4. Expand access and enrollment in Spanish for Spanish speakers courses to build bi-literacy skills for EL students.

Foster Youth

1. Create a transition event for incoming 7th and 9th grade Foster Youth students and exiting seniors.
2. Counselors will evaluate Foster Youth transcripts annually for all grade levels, including determining eligibility for AB 167/216 (graduation waiver) for all junior and senior Foster Youth.
3. Prioritize credit recovery opportunities for Foster Youth students at all grade levels.
4. Expand access and enrollment for Foster Youth students in CTE Pathways.

Curricular Area	Placement Reminders/ Best Practices for Course Selection & Scheduling Students	Proposed New Courses w/ Placeholder numbers to use
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**Curriculum Specialist Updates & Placement Reminders
For the 2022-2023 School Year**

English (Mike Switzer)	<u>ELA</u> - Consider practices to promote placement in HP/AP for EL's and SWD - View reports with class demographics to ensure that there is a variety of student populations	<u>High School</u> - Eng 2/Film (EN9290)- Katella HS - Eng 3/Film (EN9390)- Katella HS - Eng 3/SocJus ES (EN9391)- All schools-Ethnic Studies English - Eng 4/SocJus ES (EN9490)- All schools-Ethnic Studies English <u>Junior High</u> None
Reading	<u>Reading</u> - Available for SDC Junior High ONLY. - Entrance Criteria: Use reading screeners: SBAC, ELPAC; IEP goals; - Progress Monitoring: Utilize electronic data management. - Exit Criteria: A-G Core onboarding; consider keeping students in the program for the least amount of time necessary; the goal is to open access to the Core curricula, so students have access to A-G in 9th grade.	N/A
Math (Amy Kwon)	AUHSD Math Sequence updated 2022-23 (you have commenting rights) General Issues: - Question to ask ourselves: Are we <u>gatekeeping</u> or providing <u>opportunities for advancement</u>? - Consider the validating options for math placement. - Consider the EL and SWD representation in honors level math courses.	<u>High School</u> - Data Science (MA9490) - Financial Algebra (MA9390) <u>Junior High</u> None



Curriculum Specialist Updates & Placement Reminders For the 2022-2023 School Year

Junior High

Math 7/Math 7 Honors

- AUHSD does not have a placement test to place 7th graders into Honors. The Standards are the same for both classes. The Honors course distinction is the requirement for students to do additional projects. Both courses should prepare students for High School Math courses.
- All students who are in Honors in JHS, might not continue into the Honors pathway in High School. Students who are not in Honors Math courses in JHS are not excluded from being in the Compacted (Honors) (Math 1-2HP, Math 2-3HP) sequence.

High School

Placement into Integrated Math 1-2 HP

- There should be a JH and HS collaborative effort for placement into this course. A combination of successful track record AND student desire to be placed into Math 1-2H should be considered.
- Students do not need to have taken the Honors JHS Math courses to be eligible for Integrated Math 1-2 HP. Compacted courses are designed to cover 50% MORE information than non-compacted courses (even if it's an Honors non-compacted course).
- NOTE: if a student has been scheduled into Integrated Math 1 and is quickly identified as capable of thriving in the Integrated Math 1-2HP course, the change should be made during the first quarter.

Placement into Integrated Math 2:

- Students in Math 1 who received an F 1st semester and are currently earning an F should not be placed into Integrated Math 2.
- Students in Math 1 who received an F 1st semester and are currently earning a D or higher could be placed into Math 2, with the understanding that there will need to be additional support in order to be successful in Math 2.



Curriculum Specialist Updates & Placement Reminders For the 2022-2023 School Year

Currently in Integrated Math 2:

- 10th graders currently in Math 2 who received an F 1st semester and are currently receiving a F or D should NOT move onto any higher level Math.
- 11th graders currently in Math 2 who received an F 1st semester and are currently receiving a F or D should create a math credit recovery plan with all the credit recovery options available to the student.

Application of Functions 1

- Students are candidates for enrollment if they have completed Integrated Math 2 with a low “C” or a “D”, or did not pass one semester.
- Can be a Co-taught class, but it is not a SpEd class.
- There should be very few sections of this course at each site.

Data Science

- Any student who could be placed into Math III or Apps of Func 1 is eligible for this course. The technology and coding aspects of this course may be considered more “rigorous” than Apps of Func 1. This course does not include Trigonometry which may be considered less “rigorous” than Math III. Students should express interest in this course before being placed into the course. Any student who wants to take Pre-Calculus, the SATs, or any other Math or Science AP course should be in Math III. Math III is still the default math course after Math II.

Financial Literacy

- Any 12th Grader who would be placed into a Math III or Apps of Func level course is eligible for this course.

SDC Math

- GenEd students should not be enrolled in these courses as they are SDC level.



Curriculum Specialist Updates & Placement Reminders For the 2022-2023 School Year

	Successful completion of Integrated Math 1A, Integrated Math 1B and Integrated Math 2A will satisfy the AUHSD three year math requirement for graduation and the CA requirement for Algebra 1, or equivalent, for the high school diploma. Not an A-G pathway. HS Credentialing Foundational Level credentials may teach Math I, Math II, Statistics and Probability, Data Science, and Financial Literacy.	
Social Science (Reuben Patino)	- Consider practices to promote placement in HP/AP for EL's and SWD - Question to ask ourselves? Are we <u>gatekeeping</u> or providing <u>opportunities</u> for advancement? - View reports with class demographics to ensure that there is a variety of student populations	<u>High School</u> - KorAmStud ES (SS9190)- All schools- Ethnic Studies Elective - Asian Am Stu ES (SS9191)- All schools- Ethnic Studies Elective - Ltn Danc/Mus ES (SS9290) <u>Junior High</u> None
Science (Jessica Yett)	- Please see NGSS FAQ LINK for HS Science - Key Points: <u>HS 3 course sequence begins in 9th grade with Living Earth (delaying the start of Science to 10th grade is not permitted)</u> - Students must enroll in Science through their junior year. - Courses need to be taken in sequence - See remediation and advancement info on #7 - A student can take an AP science or elective science course in their junior year in lieu of Physics of the Universe if: - A student/parent requests to take a different science course in lieu	None



Curriculum Specialist Updates & Placement Reminders For the 2022-2023 School Year

	of Physics of the Universe during their junior year, then the student <i>and parent</i> must be made aware that when taking the CA Science Test (CAST) at the conclusion of their junior year they will be assessed on potentially a third of the NGSS standards that they will not have received instructional access to. Counselors will document the discussion in Aeries visitation. (see #9) • Something to consider: ○ In past years there have been trends of low ELL % in HP/AP courses and males in HP sciences. What can we do to intentionally increase the number of ELL in HP/AP, males in HP sciences?	
EL/ ELD (Diana Fujimoto/ Renae Bryant)	• Students should not repeat the same ELD Level. • Students exiting out of ELD must be placed in their grade level English class NOT English 2. • Cluster (5-6 students) ELs by language proficiency level with strategically selected core teachers (English, Math, Science, History/Social Science). • For ELD and ELD support courses, maintain class size below 28 students if possible. Class size not to exceed 30 students. ELD I and II may be combined if necessary due to low enrollment numbers. • Schedule courses with ELD I and II students strategically throughout the day to increase opportunities for Bilingual Instructional Assistants to assist students in math, science, and history/social science. Cluster ELD I and II students by language (all Spanish speakers in a cluster of 5-6, all Arabic in a cluster, etc.). • Concurrent enrollment in World Language courses should be encouraged for students to develop and build upon their home language (L1). • For EL SWD, if IEP team is considering placement in ELD class, consult EL Program Chairperson for input. Master Schedule Recommendations for English Learners	None



**Curriculum Specialist Updates & Placement Reminders
For the 2022-2023 School Year**

AVID/ AVID Excel (Diana Fujimoto)	<u>AVID Excel</u> - Students are recruited. Team (EL Services Curriculum Specialist, AVID Coordinator, AVID Excel Teacher, counselor) reviews data, interviews students and selects students for the program. Ideally, recruitment is done in conjunction with AVID recruitment. - ELPAC 3 Overall, No Movement/No Progress for 2 years or more or who regressed - U.S. school enrollment date in U.S. schools for 4+ years 6th Grade Teacher Recommendation Letter	None
SWD (Amie Maya/ Tracy Olson)	- SWD placed first on Master Schedule. Identify and schedule Tier 3 students in NON-inclusion classes - When possible, common conference periods for co-teachers - Do not team up struggling gen ed teachers with SWD - Minimize co-teaching partners and subjects for Ed. Specialist. (Keep in 1 or 2 subject areas) - SpEd teachers should departmentalize (ELA/Social Science and Math/Sci) 33% max SWD in co-taught classes 25% max SWD in Aide supported classes Fly-up Process will take place in February (JH to HS), March (6th grade to JH) Master Schedule Recommendations for SWD	None
VAPA (Brian Belski)	- Students will choose 7th grade electives from 2 of 3 categories (VAPA, CTE and Special Programs) - To encourage yearlong VAPA electives in 8th grade, students should be reminded of the options to take health outside the school day or online.	<u>High School</u> 1. Photo ES (VP9190) <u>Junior High</u> None



Curriculum Specialist Updates & Placement Reminders For the 2022-2023 School Year

	• Utilize the common language for 7th grade course selection and 8th grade Health options For new courses, take the following into consideration: • Space • Rehearsal room and scheduling • Funding for new equipment & supplies	
CTE (Scott Reindl)	• CTE Pathway Completion is part of the College & Career Indicator • Students must complete CTE Pathway Courses in sequence • Give priority to students who will have a chance to complete the pathway (younger students) • Course numbers may vary based on whether the teacher is AUHSD or NOCROP, please verify that you are using the correct course number. • Priority Registration for CTE Pathways Document (applies to both NOCROP and AUHSD CTE Pathways): https://drive.google.com/file/d/1kdcj6ThHmXkjKh9mg-jo6dRA2CppC5d1/view?usp=sharing • Reference chart with CTE course numbers: AUHSD Pathways Template with Course Numbers • CTE Credentialing Information: https://drive.google.com/file/d/1mHO4BkHzwOPOUaGGgkuYz-FU5Chejre/view?usp=sharing	<u>High School</u> 1. MultiCu Mrkt ES (CE9190)- All schools with Entrepreneurship Pathway- Ethnic Studies elective 2. Engineering 2 (CE9291)- Kennedy HS 3. Adv Brdcst Med (CE9290)- Cypress & any school with Production & Managerial Arts Pathway **New Pathway sequence for Production & Managerial Arts Pathway <u>OLD Sequence</u> • Video Production



**Curriculum Specialist Updates & Placement Reminders
For the 2022-2023 School Year**

	Certain dual enrollment courses may count for career credit, see AUHSD Course Code List.	(Concentrator) - Adv Video Prod OR Broadcast Media (Capstone) <u>New Sequence</u> - Video Production (Concentrator), Adv Video Prod (Capstone) - Broadcast Media (Concentrator), Adv Broadcast Media (Capstone) <u>Junior High</u> - eSports 1 (CE9790)- Orangeview - eSports 2 (CE9890)- Orangeview - Intro Biotech (CE9791)- Sycamore - Exp Cyber (CE9792)- Dale - Cybersecurity (CE9891)- Dale
World Language (Renaë Bryant)	- Implement the district timeline for placement testing for new students enrolling in Spanish outlined in the Master Schedule documents - Placement test only the new students to Spanish. Students continuing in World Language should be placed in the next course in the sequence with successful completion of D- or better (or teacher recommendation)	<u>High School</u> - Spanish 1 ES (WL9190)- All schools- Ethnic studies World Language - Span Spkrs 3 ES (WL9390)-



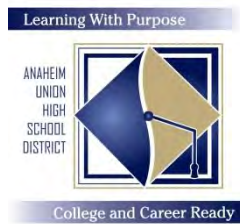
**Curriculum Specialist Updates & Placement Reminders
For the 2022-2023 School Year**

	in the previous course.	All schools- Ethnic studies World Language
Health (Patty Hatcher)	<u>Health-</u> 9th grade - Confirm that Health and the Careers, Finance, and Technology courses align so there are no issues when students alternate courses at the semester. - Confirm that health-credentialed teachers are teaching health classes. The “CA Healthy Youth Act” is now part of FPM. We want to make sure we are in compliance. <u>Life Management-</u> 11th-12th grade. UC “G” approved - A passing grade in 9th. grade Health is a prerequisite. <u>Jr. High Health</u> - Must be taken in 8th grade as a semester class. - Students with impacted schedules, due to program participation such as AVID, VAPA, Dual Language Academy, etc., may opt to take the health education course outside of the school day. - Options- before or after school, Summer School, Saturday Academy, eLearning - If taught outside of the school day, the class should be equal in time and content as the regular day class. - The online health class is only for students who cannot fit health in their schedule. AB 329 requires that the “CA Healthy Youth Act” curriculum be taught face to face so it should be blended with at least one day a week of seat time.	None
PE	3 Different PE electives must be offered to high school students on	None



**Curriculum Specialist Updates & Placement Reminders
For the 2022-2023 School Year**

(Joe Carmona)	course selection cards • PE 1 Marching and PE 2 Marching must be assigned to two different teachers • A credentialed PE teacher can be assigned multiple sections. i.e. PE-1 Athletics, PE 2 Athletics • A misassigned teacher can only be assigned one prep/one section • If you are considering assigning a special education teacher a 6th period athletic or PE Athletics section you must consult with SYS and will need to pay for this out of your staffing and continue to provide inclusion support • JROTC Drill 1 & 2- one section only per instructor • If a student fails the whole year of PE-1, it is permissible to have them repeat in 10th grade before taking PE-2. • High School PE Exemption Protocol • Physical Education Permanent exemption report	
Non-Departmental		None



Students with Disabilities (SWD) Taskforce

LCAP Recommendations

1. Develop and implement a district-wide system for consistent and regular progress monitoring.
2. Develop and implement a district-wide professional learning plan to support SWD.
3. Establish a SWD site team, which includes administrator, SWD department chairs, general education teacher (s), program specialist, school psychologist(s), counselor, Speech Language Pathologist, and social worker for the purpose of analyzing data, monitoring SWD progress, and implementing the LCAP recommendations for SWD.
4. Intentional lesson design that embeds SWD accommodations, modifications, and instructional strategies that support students' needs, including:
 - a. Implementation of procedures and routines that support student learning.
 - b. Strategic seating and grouping of SWD to support monitoring and peer interaction.
 - c. Intentional use of wait time.
 - d. Use of visuals.
 - e. Consistent use of repetition, checking for understanding, and re-teaching within the class period.
 - f. Chunking of lesson.
5. When there is co-teaching: a) co-planning time for UDL, b) both teachers actively engage in lesson and c) both teachers monitor accommodations and modifications for SWD.
6. Instructional Assistants are prepared, i.e., are aware of lesson, have appropriate materials, implement accommodations and modifications, and know goals.
7. Expand access and enrollment, with appropriate support, in world languages for SWD.
8. Expand access and enrollment, with appropriate support, in CTE Pathways for SWD.
9. Expand engagement of parent and families of SWD in Parent Leadership Academy.